Government of
Saskatchewan

2005 – 2006
Annual Report

Saskatchewan
Learning

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Letters of Transmittal

Deb Higgins
Minister of Learning

His Honour the Honourable Dr. Gordon Barnhart
Lieutenant Governor of Saskatchewan

May it Please Your Honour:

We respectfully submit the Annual Report of the Department of Learning for the fiscal year ending March 31, 2006.

Deb Higgins
Minister of Learning

Pat Atkinson
Minister of Advanced Education
and Employment

Pat Atkinson
Minister of Advanced Education
and Employment

The Honourable Deb Higgins
Minister of Learning

The Honourable Pat Atkinson
Minister of Advanced Education
and Employment

I have the honour of submitting the Annual Report of the Department of Learning for the fiscal year ending March 31, 2006.

Bonnie Durnford
Deputy Minister of Learning

2007-00046

Management's Representation on Performance Information

The performance information in Goal 1 of the Department of Learning's 2005/06 Annual Report has been prepared in accordance with the following principles.

The performance information maintained by the department is reliable. Limitations are disclosed by both the department and, to the best of our knowledge, by learning sector partners. Reliability of data received from learning sector partners was not verified although the data was compared to public sources. As a result, there could be errors in the information. Not withstanding these limitations, we consider this to be the best information available at a reasonable cost.

The performance information provides the level of detail, language, and comparisons needed to enable a proper understanding of performance. The performance measures are comparable over time and reported at appropriate and meaningful levels.

Sincerely,

B. Durnford

Bonnie Durnford
Deputy Minister
Saskatchewan Learning

Auditor's Report on Performance Information

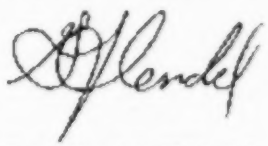
To the Members of the Legislative Assembly of Saskatchewan

I have audited the performance information reported by the Department of Learning in the *What Are We Measuring?* sections for Goal 1 of this annual report. The information is prepared in accordance with the principles for reliability and understanding described in management's representation on page 3. The information is the responsibility of the department's management. My responsibility is to express an opinion on the reliability and understandability of the performance information based on my audit. My audit work was limited to the information relating to the most recent year. Comparative information for prior years has not been audited. My audit was not designed to provide assurance on the appropriateness or relevance of the goals, objectives, or measures set by the Department of Learning.

I conducted my examination in accordance with the standards for assurance engagements established by The Canadian Institute of Chartered Accountants. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the information is free of material misstatement. An audit includes examining, on a test basis, evidence supporting the performance information and related disclosures. An audit also includes assessing the principles used and the significant judgments made by management, as well as evaluating the overall presentation of the performance information.

In my opinion, the performance information relating to the most recent year reported by the Department of Learning in the *What Are We Measuring?* sections for Goal 1 of this annual report is, in all material respects, reliable and understandable in accordance with the principles for reliability and understandability described in management's representation on page 3.

Public performance reporting is evolving and therefore situations arise that prevent full compliance with criteria. Management has disclosed limitations to the performance information in situations where, in their judgment, the information does not fully conform to the criteria. Management has fairly stated the limitations and why they exist. Readers are encouraged to use the measures to evaluate the performance of the learning sector, but to keep in mind management's explanations of the limitations of its performance information.



Fred Wendel, CMA, CA
Provincial Auditor Saskatchewan

June 28, 2006
Regina, Saskatchewan

Introduction

The Saskatchewan Learning 2005/06 annual report presents the progress and achievements of the province's learning sector and the department in relation to the 2005/06 Learning Sector Performance Plan that can be found on the Saskatchewan Learning web site (www.sasked.gov.sk.ca).

The 2005/06 performance plan was developed for the learning sector by the Learning Sector Steering Committee. The committee was chaired by Saskatchewan Learning and included executive representatives from the following organizations and institutions: Saskatchewan School Boards Association (SSBA); Saskatchewan Teachers' Federation (STF); League of Educational Administrators, Directors and Superintendents (LEADS); Saskatchewan Association of School Business Officials (SASBO); Saskatchewan Indian Institute of Technologies (SIIT); Gabriel Dumont Institute (GDI); public libraries; the Multitype Library Board; regional colleges; the Saskatchewan Apprenticeship and Trade and Certification Commission (SATCC); Saskatchewan Institute of Applied Science (SIAST), University of Regina (U of R); University of Saskatchewan (U of S); First Nations University of Canada; and private vocational schools.

The committee explored issues and trends impacting the sector and articulated and refined the vision, goals, and objectives of the sector. This collaborative approach for developing the learning sector performance plan formally recognizes the critical contribution of our partners to achieving Saskatchewan Learning's vision, goals, and objectives. The sector-wide plan also serves to deepen and strengthen collaborative relationships with the department's learning sector partners.

The 2005/06 plan was released on March 31, 2005 at the same time as the department's 2005/06 budget. Providing the learning sector performance plan at the beginning of the fiscal year increases public accountability and is tied to the continued implementation of provincial government's Accountability Framework.

The 2005/06 annual report provides:

- key actions and results and performance measurement results according to the goals and objectives in the sector's 2005/06 performance plan; and
- 2005/06 financial results.

Who We Are

The mandate of Saskatchewan Learning is to advance the social, economic and personal well-being of Saskatchewan people. The department accomplishes this mandate through leadership and support programs from early childhood development, through pre-kindergarten to Grade 12, to technical training and post-secondary education and public library services that are provided by over 580 staff who are employed in the department's 22 branches and seven regional offices throughout the province. The department provides responsive leadership to meet the learning and development needs of Saskatchewan children, youth and adults, and to meet the employment needs of the provincial labour market.

In February 2006, Premier Lorne Calvert announced changes to Saskatchewan Learning commencing April 2006. The Department of Learning continues to be comprised of pre-kindergarten to Grade 12 education, and province-wide library services with the addition of early learning and child care from the Department of Community Resources and Employment. The department also maintains a working relationship with the Saskatchewan Literacy Commission. The post-secondary education and training programs and services moved from Saskatchewan Learning to the new Department of Advanced Education and Employment that also comprises immigration from the Department of Government Relations and employment from the Department of Community Resources and Employment. The new department was created to focus on transitions among post-secondary education and training and the labour market as well as attracting immigrants to support population and economic growth, and contribute to the cultural diversity of our province.

The Learning Sector

Saskatchewan Learning works collaboratively with its sector partners in support of our shared vision: "Through life-long learning, all Saskatchewan people become knowledgeable and skilled citizens contributing to and benefiting from society and the economy. The province is enriched socially, culturally, and economically through the leadership of the learning sector."

- employs about 25,000 people;
- serves approximately 300,000 students and 500,000 library patrons;
- graduates approximately 12,000 Grade 12 students, 4,800 certificate/diploma recipients, 5,300 degree recipients and 1,000 journeypersons annually;
- operates and maintains approximately $5.5 billion in capital facilities and equipment; and
- engages local, regional and provincial boards of community volunteers or education representatives in governance of 28 school divisions, 320 public libraries in 10 public library systems, eight regional colleges operating in over 40 communities and Lakeland College, four Saskatchewan Institute of Applied Science and Technology (SIAST) campuses, Gabriel Dumont Institute (GDI) that includes Dumont Technical Institute (DTI), Saskatchewan Indian Institute of Technologies (SIIT), First Nations University of Canada, University of Regina (U of R), University of Saskatchewan (U of S), Saskatchewan Apprenticeship and Trade Certification Commission (SATCC), and private vocational schools.

The sector is committed to lifelong learning and the development of knowledge and competencies that enable each citizen to adapt to, and actively participate in, all spheres of social, cultural, economic, and civic life.

The learning sector has a profound impact on the social and economic well-being of the province through the education and training of individuals and partnerships with employers, communities, and industry. The learning sector contributes to a vibrant culture within the province through language programs, fine arts education, community programs and services, and libraries. We enhance participation in the civic life of the province by preparing individuals for active citizenship, relying on local and institutional decision-making expertise across the province.

Department of Learning

The department's areas of responsibility include: early childhood development, pre-kindergarten to Grade 12 education, student financial support programs, training programs, post-secondary education, public library system, the province-wide and multitype library systems, and teachers' pensions and benefits (see Appendix A for organizational chart).

The degree of accountability of the institutions, agencies, boards, and organizations to the Minister of Learning varies as described in over 20 pieces of legislation (Appendix B), orders in councils, regulations, and memoranda of understanding.

Early Childhood Development

The emphasis on early childhood development and the KidsFirst program fosters a community-based network of supports and services that focuses on the healthy growth and development of children and supports the primary role of families. KidsFirst is a component of the overall Early Childhood Development Strategy, of which the departments of Learning, Health, and Community Resources and Employment share responsibility. The Early Childhood Development Unit of Saskatchewan Learning releases its own performance plan and annual report that can be found at www.sasked.gov.sk.ca/branches/ecd/.

Pre-kindergarten to Grade 12

The Department of Learning establishes policies and ensures legislation or regulations to provide a high-quality pre-kindergarten to Grade 12 education for students. The department certifies teachers, develops and delivers curriculum and instructional practices to be used in all schools, provides programs and supports, regulates independent schools and home-based education, distributes provincial funding and capital grants to school divisions, and legislates the structure and boundaries of school divisions.

The department's work in the pre-kindergarten to Grade 12 sector is guided by ongoing collaboration with partners that include: Federation of Saskatchewan Indian Nations (FSIN), LEADS; SASBO; SSBA; and the STF.

School boards are responsible for delivering the educational program including curriculum and instruction, and programs for children and youth. School boards are required to comply with provincial statutes, regulations and policies and, as elected bodies, are accountable to their local electors. Boards receive operating and capital funding from the provincial government and levy taxes to raise the local share of school division costs.

Post-Secondary Education and Training System

For adult learners, the department provides leadership and financial support for students and institutions in the post-secondary education and training sector. The Department of Learning works with its partners, including employers in business and industry, to recognize and respond to the changing labour market with its increased emphasis on essential and knowledge-based skills. Full-time and part-time degree, diploma, certificate, non-credit, continuing education and apprenticeship programs are offered through the universities, SIAST, regional colleges and Lakeland College, SATCC, DTI, SIIT, GDI, private vocational schools and in the workplace. The government provides operating grants to the universities, SIAST, regional colleges, DTI, and SATCC, capital funding to the universities, SIAST and the regional colleges, as well as supports to employers for on-the-job training. Financial assistance in the form of bursaries, scholarships, and student loans are available to qualified post-secondary students.

The universities are accountable to the Minister of Learning and have autonomy over academic and administrative decisions. In September, the provincial government introduced legislation to reduce the number of government appointed board members to the universities' boards of governors by one, allowing universities to appoint the majority of members.

SIAST, SATCC and regional colleges are directly accountable to the Minister of Learning for all aspects of the institution or organization. The provincial government appoints SIAST, regional colleges and SATCC board members. Access to adult basic education, skills training and income support are managed through the department. Private vocational schools are privately owned and operated, but regulated in accordance with provincial legislation.

The province's strong and competitive learning sector is supported by innovation and first-class research and development activity within our universities, which attracts and retains researchers among the most skilful in the country. Saskatchewan Learning works with other provincial departments, the federal government, the private sector and the universities to recognize and support research and development activity.

Libraries

Public libraries are operated by 10 autonomous public library system boards, established under legislation. They are required to contribute to province-wide cataloguing databases, interlibrary loans and reciprocal borrowing and are responsible for decisions on collections, programs and services. Public libraries provide access to reading materials and new technologies, and support community development, the cultural and recreational life of the community, lifelong learning, formal education programs and home schooling, lifelong self-development and development of skills in computer and information literacy. Public libraries receive funding from the provincial government and municipalities.

The Multitype Library Board is appointed by the Minister and includes representatives from public, post-secondary education, school, and special libraries, as well as the Provincial Library and other types of information providers. The board tables an annual report with the legislature. The board facilitates co-operative development of the multitype library system to share services and resources for mutual benefit.

The Provincial Library Branch in the Department of Learning facilitates equitable access to the world of information and resources for Saskatchewan residents. Under legislation, Provincial Library co-ordinates and supports the province-wide public library system while encouraging co-operation and resource sharing among all libraries in the province, including support to the Multitype Library Board and its programs.

Literacy

SaskSmart, the Saskatchewan Literacy Commission, was established in September 2005 to provide a strong coordinated approach to equip all Saskatchewan people with the basic literacy and essential skills they require in English, Mathematics and Science/Technology. Saskatchewan's approach to literacy is a first in Canada. It is an innovative and results-oriented approach that is community-delivered, but provincially coordinated.

The commission is guided by an advisory board comprised of 11 board members serving five-year terms and chaired by the Saskatchewan Literacy Commissioner. The board has a broad range of experience and has demonstrated both personal and professional interest in the six identified literacy knowledge centres – Aboriginal, work-place based, family, adult, early learning, and second languages.

2005/06 Results at a Glance

The learning sector plays a significant role in the province's present and future through support for social and community development, labour market development, and economic diversity and productivity. This role is accomplished through the development of citizens who are highly literate, lifelong learners with excellent workplace skills.

The learning sector delivers, in a cooperative and collaborative manner, a wide variety of programs and services through a range of partners and stakeholders with differing financial foundations and unique accountability relationships with government. The department provides strategic leadership across the sector. Evidence of the overall impact of the learning sector occurs slowly and over an extended period of time (e.g., educational attainment of the provincial population).

The activities of the sector reflect the Performance Plan that was released at budget in March 2005 and also include major initiatives started in previous years. Highlights of department and sector activities for 2005/06 are organized below according to the goal they support followed by a summary of the department's financial results.

Summary of Performance Results

Goal 1 – Learners Succeed

It is imperative that today's citizens are prepared for the demands of the global, knowledge-based economy. The learning sector must ensure each learner achieves the best possible academic and social outcomes at all levels of the lifelong learning process. The system must be inclusive so that all citizens have equitable access and support to achieve success.

- Saskatchewan's results from national and international large scale kindergarten to Grade 12 student assessments indicate that student achievement is not meeting expectations and has declined somewhat in comparison to both the Canadian average and to the performance of students in other jurisdictions.
- Effective January 1, 2006, the number of public school divisions was reduced from 56 to 12, and the number of separate school divisions was decreased from 15 to 9. Seven school divisions did not restructure, resulting in a total of 28 school divisions in Saskatchewan.
- $55 million in funding provided an 8% reduction in education property taxes to Saskatchewan property owners.
- A review of the province's training system was conducted that will serve as a guide to strengthen the connections between post-secondary education and training and Saskatchewan's labour force.
- A new e-library services and resources web portal, www.mylibrary.sk.ca was launched to provide Saskatchewan residents with a "one stop" information source to province-wide e-library services.

Goal 2 – A Seamless Continuum of Formal and Informal Learning Opportunities

Creating a culture of achievement and learning within the education sector is critical to Saskatchewan's civic, cultural, social, and economic present and future. Ensuring a high-quality and competitive learning environment requires the sector to focus on outcomes and accountability, as well as, strong evidence-based decision-making.

Learners of all ages must be able to transition smoothly from and into all phases of lifelong learning including from pre-kindergarten to school, from high school to post-secondary education and/or employment, from post-secondary education to employment, and from employment back to education and training.

- The Post-Secondary Graduate Tax Credit was increased from $500 to $675.
- Sector partners received a total of $168.8 million in capital funding ($126.5 million for post-secondary and $42.3 million for K-12) to enhance their learning environments and maintain their infrastructure.

- Saskatchewan Council for Admissions and Transfer (SaskCAT) successfully launched the online transfer credit guide that makes it easier to find out which credits for post-secondary courses and programs are transferable among the province's learning and training institutions.
- Centennial Merit Scholarship funding has increased from $500,000 to $1 million in 2005/06 and expanded to include graduate students and apprentices.
- The Youth in Apprenticeship pilot program was expanded to five more high schools across the province. The program introduced careers in trades to 500 students in seven high schools.

Goal 3 – Inclusiveness

In order to meet the needs of the labour market and the needs of individual learners, action must be taken to encourage and support the participation and success of all Saskatchewan's citizens including those of all ethnic backgrounds, from all socioeconomic groups, and from all locations across the province.

- A Shared Standards and Capacity Council was established with representatives of Saskatchewan Learning, the Federation of Saskatchewan Indian Nations, and the Department of Indian & Northern Affairs Canada. The council will work to create seamless transitions for students and teachers between Saskatchewan's public education system and the First Nations education system. The council will provide shared supports to strengthen the outcomes and capacity of both systems.
- The proportion of Aboriginal apprentices receiving Journeyperson status increased to 5.3% in 2004/05 from 4.3% in 2003/04.
- Average post-secondary student debt for all students on consolidation of their Canada-Saskatchewan student loans following completion of studies for borrowers entering repayment in 2004/05 was $15,858. This is an increase of $1,085 from 2003/04.
- A one-time Saskatchewan Centennial University Tuition Grant of $6.7 million was provided to the University of Regina, the University of Saskatchewan, and their federated and affiliated colleges to maintain tuition fees at the 2004/05 level for the 2005/06 fiscal year.
- $3.4 million was provided to expand the Saskatchewan Bursary program by increasing bursary assistance for up to 10,000 students. Bursary assistance increased from $75 per week to $110 per week.

Goal 4 – Social and Economic Development

Investing in Saskatchewan's human capital is a critical response to a growing demand for higher education and skills in a knowledge-based economy and a demographically-driven tightening of the labour market. The learning sector provides strong linkages with the labour market to support learning and labour force development and to ensure knowledge and skill development is continually enhanced, skills are updated on a regular basis, and the Saskatchewan economy grows and remains competitive.

- A $2 million increase was provided to the training sector for additional seats focused on increasing training capacity in: JobStart/Future Skills Workbased Training Program, adult basic education program, and the apprenticeship program.
- Two new inter-provincial agreements were signed that allow Saskatchewan students to train in health disciplines where training is not offered in the province. Agreements are in place for Denturist Technology, Orthotics and Prosthetics, Occupational Therapy, Optometry, Respiratory Therapy, Nuclear Medicine, Sonography, and MRI Technology.
- The Saskatchewan government provided $100 million to the University of Saskatchewan for the Academic Health Sciences Centre, the largest single capital contribution to a university in the province's history.
- The University of Regina played a key and acclaimed role in the success of the 2005

Canada Summer Games, providing accommodation and meals, sports venues, and information technology infrastructure focused on strengthening community capacity.

Summary of Financial Results

Total 2005/06 actual expenditures for the department were $1.47 billion resulting in a variance of $117.88 million in excess expenditures over the budget of $1.35 billion. There was an over expenditure of $121.78 million in non-statutory expenditures offset by non statutory under expenditures of $3.90 million.

The non-statutory variance of $121.78 million primarily reflects approved funding of $122.10 million for post-secondary capital, $15.67 million for school division capital, and $4.00 million for school division restructuring assistance. This is offset by a planned under expenditure of the Student Aid Fund ($16.86 million), and an under expenditure of Education Property Tax Relief ($4.04 million). Regarding Education Property Tax Relief, this reflects the actual cost of providing all property owners with the 8% education tax credit in 2005/06.

The statutory under expenditure of $3.90 million was largely the result of $3.42 million in lower than anticipated employer matching contributions required for the Teachers' Retirement Plan as well as $0.30 million in lower than expected premiums for Teachers' Group Health Insurance and net income of $0.17 million for the Correspondence School Revolving Fund as opposed to a net expense.

Revenue for the department was $60.13 million, an excess of $2.96 million over the net budgeted $57.16 million. The increase was primarily due to increased federal funding to the department under the following agreements:

- Labour Market Agreement for Persons with Disabilities ($1.17 million)
- Bilateral Agreement associated with the Official Minority Language Office (OMLO) ($0.78 million)
- Community Access Contribution Agreement delivered through the Provincial Library ($0.48 million)
- Older Worker in Agriculture Pilot Project ($0.32 million
- Canada Student Loans for administration of the Millennium Scholarship ($0.16 million)

2005/06 Performance Results

The Learning Sector, including the Department of Learning, responded to many challenges in the 2005/06 fiscal year. Performance information is used by the sector to assess overall progress toward the achievement of its vision and to inform future directions.

In April 2006, restructuring of the Department of Learning and the creation of a new Department of Advanced Education and Employment came into effect. In addition to post-secondary education and training responsibility for career and employment services (formerly in the Department of Community Resources and Employment, DCRE) and immigration (formerly in the Department of Government Relations) were transferred to the new Department of Advanced Education and Employment. Saskatchewan Learning maintained responsibility for pre-kindergarten to Grade 12 and provincial library services as well as responsibility for the Early Learning and Child Care portfolio which moved from DCRE. The mandates of these two departments are to:

> Provide leadership and support to advanced education, training, employment, and immigration, and help connect people with jobs and careers in Saskatchewan. The department responds to the needs of individual learners, employers, and the provincial labour market with a view towards advancing the social and economic well-being of Saskatchewan people. ***(Advanced Education and Employment)***

> Provide leadership in the development and operation of early learning and child care, kindergarten through Grade 12 education, enhancement of literacy for all Saskatchewan people, and support for provincial library services. Through its leadership the department responds to the learning and developmental needs of Saskatchewan children and youth. ***(Learning)***

During the 2006/07 fiscal year the new departments will develop performance plans appropriate to their new mandates. These plans will respond to the performance results provided in this annual report and will be posted on each department's web site (Advanced Education and Employment at www.aee.gov.sk.ca and Learning at www.learning.gov.sk.ca) as they become available.

The Saskatchewan Learning 2005/06 performance plan provides a framework to measure progress in meeting objectives as they appear under the Department of Learning's goals. Under each objective are the key actions identified in the 2005/06 plan and the results that were achieved for each objective.

Goal 1: Learners succeed

Objective 1: Optimize children's readiness to learn

Ensuring children are able to benefit from the learning opportunities available to them throughout their lives is a critical component of lifelong learning. Studies have shown that development in the early years provides a foundation for the acquisition of skills that impact learning, behaviour, and health throughout life. "Readiness to learn" is a broad concept that includes physical, social, and emotional well-being; cognitive readiness; and openness to learning.

During 2005/06, pending implementation of an agreement with the federal government, an Early Learning and Child Care strategy for Saskatchewan was jointly planned by the Department of Learning and the Department of Community Resources and Employment. The strategy focused on the development of quality early learning and child care for young children and their families. Early in 2006 the newly elected federal government informed Saskatchewan of its intent to withdraw support for Early Learning and Child Care funding after two years (2005/06 and 2006/07). Despite this setback, the province is continuing to negotiate with the federal government to support this critical initiative.

Key Actions and Results

- In collaboration with the Department of Community Resources and Employment, begin implementation of a five-year Early Learning and Child Care plan. [Learning]

- An 'Agreement in Principle' was signed between the governments of Canada and Saskatchewan on Early Learning and Child Care in April 2005. The 'Agreement in Principle' supported the development of quality early learning and child care for young children and their families in Saskatchewan. The federal government provided $21.7 million to the province for 2005/06. These funds were used for enhancements to early childhood educators' salaries, expansion of licensed childcare spaces, and extensive planning activities.
- The newly elected federal government has informed Saskatchewan of its intention to provide only two years of Early Learning and Child Care funding. The province will continue to encourage the federal government to honour the entire 'Agreement in Principle'; however the majority of the Early Learning and Child Care strategy is on hold pending further negotiations.
- The Early Learning and Child Care strategy was jointly planned by the Departments of Learning and Community Resources and Employment (DCRE). Recent provincial government restructuring transferred the Early Learning and Child Care Branch from DCRE to Saskatchewan Learning.

What are we measuring?

- Under development

Where are we starting from?

- Under development

Objective 2: Enhance learner outcomes

The learning sector is committed to achieving the best possible outcomes for individual learners based on their needs, interests, aptitudes, and abilities. Although specific definitions of positive outcomes vary across the sector, they generally include but are not limited to: academic achievement; social and emotional well-being; employment; professional and technical skills; and ability to contribute positively to family, community, and society as a whole. Responsibility for outcomes is shared between the learning sector and those individuals who participate within the sector.

Many initiatives undertaken in 2005/06 impacted positively on individual students across the learning sector. However, K-12 student academic achievement remains a concern since students' overall performance on large-scale assessments is not meeting expectations and has declined in comparison to both the Canadian average and to the performance of students in other provinces. As well, there is a critical need to improve participation and successful outcomes for Aboriginal people within the learning sector.

A number of new post-secondary initiatives were undertaken to support student success. The impacts of these programs (e.g., retention in programs/decrease in attrition) will be monitored over the next several years by the institutions who introduced the specific initiatives.

Key Actions and Results

- Improve learner outcomes:
  - Implement restructured K-12 school divisions based on new boundaries by January 2006. [Learning]
    - Effective January 1, 2006, public school divisions were reduced from 56 to 12 and separate school divisions were voluntarily decreased from 15 to 9. Seven school divisions were not restructured. There are now a total of 28 school divisions in Saskatchewan.
    - New school boards assumed responsibility for the restructured divisions as of January 1, 2006, and implementation is proceeding smoothly.
    - For an overview of Saskatchewan's school divisions, please visit the Department of Learning's web site at www.sasked.gov.sk.ca/branches/ed_finance/maps.shtml.

- Establish a new accountability framework for K-12 school divisions based on student outcomes, including local accountability. [Learning]
  - A pre-kindergarten to Grade 12 Continuous Improvement Framework was completed and will be implemented for the 2006/07 school year. The framework is based on an annual planning, monitoring, and reporting cycle that aligns provincial and local priorities to improve system operations and learner outcomes.
  - For an overview of the pre-kindergarten to Grade12 Continuous Improvement Framework, please visit the Department of Learning's web site at www.sasklearning.gov.sk.ca/branches/pol eval/school_plus/pdf/CIF_Guide.pdf.
- Complete review of the Foundation Operating Grant. [Learning]
  - Given the large number of factors in the Operating Grant and the significance of the issues, redevelopment of the grant will be undertaken in two phases. As part of the first phase of the review and in consultation with an External Reference Committee of education stakeholders, significant changes to the grant formula were made and will be implemented in 2006/07. These changes will result in a simpler, more transparent, and more equitable funding system.
  - Phase Two changes will be developed over the coming year, effective for 2007/08. The Department's intent is to renew and improve the funding methodology on an on-going basis, consistent with our continuous improvement approach to pre-kindergarten to Grade 12 renewal.
  - Further details on Phase One changes and elements of the funding system being reviewed during Phase Two are available in the department's new 2006/07 funding manual, which is available at www.sasked.gov.sk.ca/branches/ed_finance/funding/index.shtml.
- Provide $55 million in education property tax relief to Saskatchewan taxpayers. [Learning]
  - An 8% education property tax credit was provided to all property owners paying education tax for the 2005 taxation year (with a cap of $2,500 on property tax relief benefits to commercial, industrial, and multi-unit residential properties).
  - As at March 31, 2006, $51 million in education property tax credit has been paid out. This includes fully funding the loss in tax levy for the 8% credit to all school divisions, further compensation to school divisions for the federal government's unilateral action to apply the credit to federal grants-in-lieu, and reimbursement to municipalities for incremental costs to administer the program.
- Implement Reading Comprehension student learning assessment province-wide. [Learning]
  - The Reading Assessment for Learning Project was administered province-wide to more than 35,000 students in Grades 5, 7, and 10 English, French Immersion, and Fransaskois learning programs in April 2005.
  - School division reports of the results have been distributed and data analysis workshops conducted with school division representatives. School divisions are engaging their staff and schools in using the assessment data to plan for improvement in student reading outcomes.
- Define outcomes, expand options, and implement supports for enhancements to post-secondary learning programs:
  - Complete major study on teaching and learning to support improved learning outcomes at the university level. [U of S]
    - The Teaching and Learning Foundational Document (TLFD) is under development and is anticipated for completion in December 2006. The philosophy on which this document is based has the potential to

enhance all U of S programs.

- Provide a superior student experience. [U of R]
  - According to data from the spring 2005 Canadian Undergraduate Survey Consortium (CUSC) survey of undergraduate students, U of R students rate their experience more positively than undergraduates at other similarly sized Canadian universities. The survey results indicate:
    - 90% are satisfied with their decision to attend U of R (compared to 87% at other Canadian mid-sized universities);
    - 86% are satisfied with the quality of teaching at U of R (compared to 81% at other universities); and
    - 79% are satisfied with nine key student services (compared to 73% at other universities and 71% at U of R in 2002).
  - Launched "Ask U of R", a site (www.uregina.ca/ask/), which provides online answers to specific questions about admissions, tuition, transfers, registration, residences, student life, services, and more for current and prospective students. Implemented the online course registration capability for students. Introduced two new Aboriginal student support programs with funding from the Crown Investments Corporation.
  - As well, a Student Development Centre has been established to provide services which support academic success to students (e.g., essay writing, seminars, etc.).
- Continue to invest in the quality learning organization concept focusing on organizational culture, employee development, and student support and evaluation. [SIAST]
  - SIAST's Quality Learning Organization partners' network assists in fostering and coordinating learning activities across the organization. Seven projects designed to promote collegiality and sharing of best practices for teaching and learning and a comprehensive faculty continuing education program are underway.
- Implement the two remaining components of the SIAST student success strategy (career and personal preparedness). [SIAST]
  - Implementation will begin in 2006/07. This strategy will support students moving from secondary school into post-secondary education and training and then into the labour market.

- Continue support for recognition of prior learning within the post-secondary system:
  - Increase activity in prior learning assessment and recognition (PLAR). [SIAST]
    - A prior learning assessment and recognition facilitator has supported expanding the scope of recognition of prior learning services at Kelsey Campus.
  - Provide access to recognition of prior learning services through specific projects including: Saskatchewan Association of Health Organizations (SAHO) proposal and Northern Development Agreement. [regional colleges]
    - Negotiation of the SAHO proposal was not successful.
    - Year one of a two-year Workplace Literacy and Recognition of Prior Learning (RPL) Project, funded through the Northern Development Agreement, was completed. This project resulted in 10 northerners being trained in portfolio development.
    - In addition, a new application of prior learning assessment and recognition was used at Cumberland Regional College to provide credit for experience and on-the-job training to hospital aides upgrading skills through enrolment in the Home Care/Special Care Aide Program. As a direct result of prior learning assessment and recognition, the total length of the program was reduced. It was also advantageous to the employer since the need for more highly skilled workers was met in a shorter timeframe.

- Develop initiatives to assist learners to complete programs:
  - Enhance student support initiatives such as Native Access Program to Nursing, Science and Health Aboriginal student success initiative, English as a second language strategy, post-secondary success program, counselling services, and learning assistance programs. [SIAST]
    - Mathematics, communications, computer introduction, and student success skills preparation courses are offered at all four campuses.
    - The Native Access Program to Nursing effectively supports Nursing Education Program of Saskatchewan Aboriginal students at Kelsey Campus and Wascana Campus.
    - A student-to-student mentorship is underway through the Science and Health Aboriginal Success Strategy.
  - Provide comprehensive career counselling, assessment, and testing throughout the students' programs to ensure their success when selecting their program of study. [regional colleges]
    - Adult Basic Education students at the regional colleges are supported to develop individual career plans. Students have access to counsellors throughout their programs. A variety of student assessments are used by the regional colleges to promote student success (e.g., Comprehensive Testing for Basic Skills, Accuplacer, Employment Readiness Scale, etc).

In addition:

- Cumberland Regional College piloted the program, "Thought Patterns for Successful Careers," aimed at improving students' success by increasing their focus and increasing self-esteem. The results of the pilot will be assessed in 2006/07 and dependent upon the assessed impact, may be integrated into the curriculum for the ABE Adult 10 program.

What are we measuring?

- Number of graduates/completers by type of credential

Graduates/Completers by Credential							
	1999/00	**2000/01** ***Where are we starting from?***	**2001/02**	**2002/03**	**2003/04**	**2004/05**	**2005/06**
Degree[1] (undergraduate and graduate)	4,755	5,041	4,967	5,064	5,196	5,174	5,350
Diploma/Certificate	4,138	4,334	4,487	4,441	4,473	4,858	N/A
Apprenticeship (receiving journeyperson papers)	969	950	1,067	1,043	1,015	1,096	N/A
Grade 12[2]	12,547	12,447	12,341	12,276	11,908	11,838	N/A
Adult Basic Education	2,775	3,231	3,277	3,376[3]	3,214	3,293	N/A
JobStart/Future Skills	4,979	3,169	2,495	3,103	3,668	2,775	N/A

Data Sources: *SIAST 2004/05 Annual Report and October 2005 Census Data for Academic Year 2004/05; www.goSIAST.com. University of Regina, Convocants at University of Regina, as of October 1, 2005 Office of Resource Planning, Convocation Details; www.uregina.ca/presoff/orp/FactBookReports/ConvocationSummary.pdf. University of Saskatchewan, Statistics Prepared by Institutional Analysis, from the Student Information System – All Credentials Granted by Education Level, Calendar Year, and Ceremony Table 1, Current Statistics for 2000/01 to 2004/05; Section 4 Degrees Awarded and Alumni, Statistics Prior to 2003 for 1999/00; www.usask.ca/ia/statistics/. 2005/06 Statistics, 2005 Spring & Fall Convocation, provided by the Office of Institutional Analysis, University of Saskatchewan. Saskatchewan Apprenticeship and Trade Annual Reports, 1999/00 to 2004/05; www.saskapprenticeship.gov.sk.ca/index.php. Fall 2005 Update to Saskatchewan Education Indicators 2004, Kindergarten to Grade 12 Indicators; 2005 Student Services Data from the Student Data System, Saskatchewan Learning; www.sasked.gov.sk.ca/branches/aar/afl/docs/indicators/2005update.pdf. The 2004/05 Grade 12 graduate number was a query completed by Saskatchewan Learning from the Student Data System in June 2006. This figure has not yet been published. JobStart/Future Skills Follow-up Survey completed by SIAST, the regional colleges, and Dumont Technical Institute 60-90 days after the completion of every program and project and submitted to Saskatchewan Learning. Adult Basic Education Follow-up Survey, completed annually by SIAST, the regional colleges, DTI, and SIIT and submitted to Saskatchewan Learning.*

1 Please note the number of degree graduates for 2001/02, 2002/03 & 2003/04 were reported incorrectly in the 2005/06 Performance Plan and the 2004/05 Annual Report; degree graduates were reported at 4,857, 4,964 and 5,136 respectively and should have been reported at 4,967, 5,064 and 5,196 respectively.

2Grade 12 graduate numbers may differ slightly from those reported in previous performance plans and annual reports due to ongoing maintenance and updating of the Student Data System.

3 Please note the number of completers identified in the 2005/06 Performance Plan for Adult Basic Education and JobStart/Future Skills were reported incorrectly. The 2002/03 data should have reported 3,376 for Adult Basic Education and 3,103 for JobStart/Future Skills.

Graduation/completion measures the success of individuals in programs and services and the sector's contributions to positive outcomes for learners through its curricula, instructional approaches, student services and supports, facilities, and equipment.

The measure provides an assessment of how well the sector is doing in terms of producing graduates and program completers to meet labour market needs.

K-12 Education System

The number of Grade 12 graduates is a reflection of Grade 12 certificates granted from all schools (provincial, First Nations, independent, correspondence and post-secondary institutions).

The current age structure of the Saskatchewan population shows that Saskatchewan has a relatively large number of youth in the 10-19 age group. As this group continues to age and move through the education system over the next decade, there will continue to be a significant decline in K-12 student enrolments. Enrolments in Grades 9-12 are forecast to fall by 21% by 2013/14 as the current under-10 age group moves through the school system, thereby impacting the number of Grade 12 graduates.

Over time, this measure will be impacted by the projected decreasing enrolments in the K-12 system. However, the proportion of students who successfully complete Grade 12 is expected to be positively impacted by programs and services available.

Post-Secondary Education System

The number of graduates equals graduates who completed a prescribed program for which a certificate, degree, or diploma is granted.

The number of completers equals those who have attended the full term of the program for which they registered including those who complete their personal/academic goal.

The number of graduates/completers is affected by the changing reality of student life such as part-time attendance, part-time work, raising families, and changing programs. While the absolute number of graduates/completers is increasing for most types of credentials and programs, the amount of time required to complete a program may change depending on a student's needs and circumstances. In some programs, individuals choose to leave before graduating/completing because of labour market opportunities.

The number of graduates/completers for 2004/05 over 2003/04 remains relatively stable for most credentials:

- the number of degrees granted decreased by 22 (this is followed by an increase in the number of degrees granted by 176 for 2005/06 over 2004/05);
- the number of diplomas/certificates granted increased by 385; and
- the number of apprentices receiving journeyperson papers increased by 81.

However, the number of completers in JobStart/Future Skills work-based training

- Percent of students in a cohort starting Grade 10 who finish within three years after they start

Percent of Grade 10 Students Who Finish Grade 12 Within Three Years								
Entered Grade 10 in:	**1993/94** ***Where are we starting from?***	**1996/97**	**1997/98**	**1998/99**	**1999/00**	**2000/01**	**2001/02**	**2002/03**
Percent who finished within three years	71.0%	72.7%	74.0%	74.7%	74.5%	73.5%	73.8%	74.3%

Data Source: *June 2006 query of the Student Data System, Saskatchewan Learning.*[4]

4 The usual source for this performance measure is the student data system as reported in the Saskatchewan Education Indicators, published by Saskatchewan Learning. An example of this is the Fall 2005 Update to Saskatchewan Education Indicators 2004, Kindergarten to Grade 12 Indicators: 2005 Student Services Data from the Student Data System, Saskatchewan Learning: www.sasked.gov.sk.ca/branches/aar/afl/docs/indicators/2005update.pdf.

decreased by 893 (compared to 2003/04) due to a lower level of spending in the program and higher costs per trainee.

Graduation represents the success of high school students. The measure focuses on the three-year period in which most students are expected to graduate.

Graduation within a defined timeline is influenced by a number of external factors. Sweeping social, economic, and demographic changes are having a profound impact on Saskatchewan citizens and most particularly on our children. These forces impact the wellbeing of Saskatchewan's children and youth and their educational success and include:

- the move towards a knowledge-based and global society;
- a growing number of children at risk and with special needs;
- an increase in the number of single-parent families;
- the number of young offenders and kids living in poverty; and
- rural depopulation and pupil mobility.

School divisions are working with other human services agencies to both educate children and youth and provide the necessary social, health, recreation, cultural, and judicial supports needed to provide youth the supports needed to complete high school and develop to their full potential.

Of the Saskatchewan students who began Grade 10 in 2002/2003, 74.3% completed Grade 12 by June 2005. Since 1997/98, the Saskatchewan graduation rates by percentage of students starting in a Grade 10 cohort have remained relatively constant (74.0% in 1997/98 to 73.8% in 2001/02) while the comparable rates in Alberta[5] have risen (65% in 1997/98 to 69% in 2001/02).

Of the Saskatchewan students who began Grade 10 in 2002/03, 11.4% were still registered at the end of 2004/05, continuing to work toward high school completion. The 14% gap includes students who may never graduate from high school, students who have moved out-of-province, and those who are now enrolled in Adult Basic Education programs.

- Percentage of K-12 students performing at age appropriate (target) levels in mathematics, science, reading, and writing on national School Achievement Indicators Program (SAIP) assessments

Percentage of Saskatchewan Students At or Above Age Appropriate Target Levels in National Achievement Assessments

	Age 13 (Level 2+)	Age 16 (Level 3+)
Writing (2002) Writing (1998) ***Where are we starting from?***	75.4% 95.9%	57.1% 84.2%
Math content (2001) Math content (1997) ***Where are we starting from?***	52.1% 47.9%	42.4% 50.0%
Math problem solving (2001) Math problem solving (1997) ***Where are we starting from?***	60.8% 51.2%	45.3% 38.6%
Science (2004) Science content (1999) ***Where are we starting from?***	65.9% 75.5%	59.3% 77.4%
Reading (1998) ***Where are we starting from?***	76.1%	64.9%

Data Source: *School Achievement Indicators Program (SAIP), Assessment Reports 1997, 1998, 1999, 2001, 2002, and 2004 Council of Ministers of Education, Canada; www.cmec.ca/pcap/indexe.stm.*

5 Source: www.education.gov.ab.ca/annual report/2005/FullReport.pdf

The School Achievement Indicators Program (SAIP) is a national assessment. This is a cyclical program of pan-Canadian assessments of student achievement in mathematics, reading, writing, and science that has been conducted by the Council of Ministers of Education, Canada since 1993. SAIP produces an estimate of how students are doing relative to other jurisdictions. To compare tne general level of achievement, we look at the proportion of age 13 students at Level 2 (usually described as adequate for this group) or better, and the proportion of age 16 students at Level 3 (usually described as adequate for this group) or better.

The latest Saskatchewan SAIP scores in both Writing (2002) and Science (2004) show a decline from previous results (see table above) and are below the Canadian results for both 13 year olds and 16 year olds. For the 2002 SAIP Writing Assessment the percentage of Saskatchewan 13 year olds at or above target levels was 75.4% compared to Canadian English speaking students at 82.4% and the percentage of Saskatchewan 16 year olds at or above target levels was 57.1% compared to Canadian English speaking students at 57.7%. For the 2004 SAIP Science Assessment the percentage of Saskatchewan 13 year olds at or above target levels was 65.9% compared to Canada at 71.0% and the percentage of Saskatchewan 16 year olds at or above target levels was 59.3% compared to Canada at 64.0%.

There is no conclusive evidence which identifies the cause or causes of the decline in student achievement. Policy options and best practices described in the current literature have been reviewed. Based on these reviews and in response to the declines in student achievement Saskatchewan Learning is undertaking a broad plan of educational renewal which will serve to improve student learning opportunities and outcomes. This plan has a number of interrelated initiatives which combine to meet the overall aim of improving outcomes for students. Two examples from this comprehensive plan are the introduction of a pre-kindergarten to Grade 12 Continuous Improvement Framework aimed at aligning provincial and local priorities to improve system operations and learner outcomes (framework completed in 2005/06 with implementation scheduled for 2006/07) and the expansion of an ongoing large-scale student assessment that focuses on the collection of student achievement data for teachers to use to strengthen their teaching practices and enhance student outcomes. Improved student outcomes will ensure Saskatchewan has a well educated citizenry with the ability to meet the social and economic needs of the province.

The Pan-Canadian Assessment Program (PCAP) will replace SAIP in 2007.

Objective 3: Deliver high quality curriculum, programs, and services

The learning sector is committed to continuous improvement to provide high quality curriculum, programs, services, and resources to ensure Saskatchewan citizens have access to opportunities that are comparable to or better than those available elsewhere. This helps to ensure individuals acquire the knowledge and skills required to meet family, community, and work responsibilities, and that the sector responds effectively to community, social, and economic needs.

Improvement of curriculum, programs, and services was undertaken throughout the sector. New and revised post-secondary programs and new and renewed curricula were introduced for K-12 and Adult Basic Education. Program and service quality was assessed through reviews and evaluations undertaken at SIAST, U of R, U of S, and improvement action plans were developed based on the findings.

Key Actions and Results

- Ensure high quality, relevant curriculum:
  - Renew Native Studies 20 curriculum. [Learning]
    - Draft curriculum for Native Studies 20 completed. This curriculum will be piloted in select classrooms in fall 2006. The renewed curriculum provides a foundation for an improved understanding of First

Nations, Métis, and Inuit people and their contributions in Canada.

- Implement the Social Sciences curriculum of the Adult 10 Basic Education redesign. [Learning]
  - The new Social Sciences curriculum was implemented in January 2006. The new curriculum incorporates Adult Learning Principles to better prepare students for employment. As well, it has been rewritten from an Aboriginal perspective to enhance relevance for Aboriginal learners.

- Undertake the following evaluations:
  - Employment Readiness Scale pilot in conjunction with the Department of Community Resources and Employment. [Learning]
    - The Department of Community Resources & Employment (DCRE) lead for this program decided not to pursue the evaluation.
  - Forestry Program. [Learning]
    - The Forestry Program review was completed in March 2006. The findings will be reviewed and a response developed.
  - Summative evaluation of the Canada-Saskatchewan Integrated Student Loan Program in conjunction with Human Resources & Skills Development Canada (HRSDC). [Learning]
    - Saskatchewan Learning in partnership with HRSDC determined methodologies to assess the outcomes and impacts of the Loan Program. The evaluation is expected to be completed in early 2007.
  - Summative evaluation of the Labour Market Development Agreement in conjunction with the Department of Community Resources and Employment. [Learning]
    - Clients accessing programs funded through the Labour Market Development Agreement were surveyed in 2005/06. Difficulties related to differences of opinion on methodology and sampling between the federal government and the evaluation contractor have delayed completion of this evaluation until late 2006.

- Complete a review of the post-secondary training system. [Learning]
  - The Training System Review was launched to develop recommendations regarding how best to position the training system to meet Saskatchewan's labour force development needs. *The Final Report of the 2005 Training System Review Panel, A New Training Model for Saskatchewan* was completed in November 2005 and is posted on the department's web site at www.sasked.gov.sk.ca/branches/institutions/tsr/TSRFinalReport2.pdf.

- Expand learning opportunities and support services available through CommunityNet to all public, separate, Francophone, and First Nations Schools, as well as public libraries. [Learning]
  - 82 First Nations schools, 728 provincial schools, and approximately 201 libraries now have access to CommunityNet.
  - As well, a Provincial Video Conference Steering Committee with representation from the U of S, U of R, Campus Saskatchewan, regional colleges, public libraries, school divisions, First Nations schools, and the department developed a vision and goals to guide the development of a provincial video conferencing network. A recommendation for implementation of the network will be delivered to Saskatchewan Learning in 2006.

- Continue development of a strategy to create stronger linkages between public libraries and school libraries. [Learning]
  - A $300,000 *Partnerships for Community Learning Resources Grant Program* fund supported seven projects between public libraries and school libraries.

- Deliver high quality curriculum programs and services through continuous improvements within the learning sector:

- Increase funding to the University of Saskatchewan's College of Medicine to ensure ongoing accreditation of the College. [U of S; Learning]
  - The College of Medicine at the University of Saskatchewan received full accreditation. Incremental provincial funding was primarily directed towards clinical faculty positions and resources for the Health Sciences Library.
- Complete a six-year review cycle that assesses the quality of all academic programs under Systematic Program Review. [U of S]
  - Over the past six years all 150 U of S undergraduate and graduate degree programs have been reviewed. As a result of the process, many programs have been significantly modified and some have been eliminated.
- Continue implementation of single framework of education and training for all credit programs. [SIAST]
  - Nearly 60% of SIAST programs have undergone alignment to the education and training framework. The framework, in which learning outcomes play a central role, provides the educational philosophy, values, and approaches that guide program design, development, delivery, and evaluation of all credit programs.
- Refine program development and delivery processes. [SIAST]
  - A growing number of programs are combining online and traditional delivery to enhance the quality of instruction.
- Validate demand for programs. [SIAST]
  - A feasibility study has been completed informing the establishment of a centre of expertise for mining technologies.
- Strengthen existing partnerships and form new alliances with business and industry in Saskatchewan. [SIAST]
  - In collaboration with the Funeral and Cremation Council of Saskatchewan, a new Funeral Services Program was offered in fall 2005 with an enrolment of 15 students.

What are we measuring?

- Public satisfaction with the learning sector

This measure tracks general public perceptions about the learning sector's quality based on results of polling. A random sample of 1,000 survey participants is used from across Saskatchewan. The survey is considered statistically accurate to a 95% confidence level of +/-3.1%.

Confidence in the learning sector is reflected in a variety of ways including satisfaction expressed through public polling. The Saskatchewan government's omnibus polls ask a sample of the Saskatchewan population questions related to a variety of issues, including the learning sector. The measure provides information on the public's perception of the quality of the sector's curriculum, program, services, and resources. Quality programs and services are required to ensure learner success. Public perceptions related to the learning sector are impacted by a variety of issues including media coverage, other jurisdictions, personal experiences, and the opinions of others.

The January 2005 polling results are reported as the most recent results in the tables that follow. Please note that additional opinion polling results are available for June 2005 and February 2006 at www.executive.gov.sk.ca/polling.htm. These results, however, are not comparable to this measure due to changes to some of the polling questions, changes to the rating scales used to record results, and differences in the way results have been calculated. Saskatchewan Learning will work with the polling company in 2006 to ensure further results reflect this performance measure and are comparable to past results.

The January 2005 poll indicates the level of public satisfaction with the quality of K-12 education continues to be positive with over half of respondents indicating that the quality of K-12 education is good to excellent. The following table tracks the level of satisfaction ratings for the elementary and secondary systems as reported in the provincial omnibus polls for October 2002,

May 2003, and January 2004. Polling questions have been updated for January 2005 to combine these two systems into a quality question for K-12. If the question was not included in a particular poll the result area has been shaded.

Satisfaction Ratings from Provincial Omnibus Polls — Kindergarten to Grade 12					
Results		October 2002 *Where are we starting from?*	April 2003	January 2004	January 2005
Percent of the public who rated the quality of elementary education in Saskatchewan ~ Good to excellent ~ Adequate	Good to Excellent	54%	55%	57%	
	Adequate	27%	35%	28%	
Percent of the public who rated the quality of secondary education (high school) in Saskatchewan as ~ Good to excellent ~ Adequate	Good to Excellent	49%	48%	53%	
	Adequate	27%	36%	30%	
Percent of residents who think the quality of Kindergarten to Grade 12 education in Saskatchewan is: ~ Good to excellent ~ Adequate	Good to Excellent				51%
	Adequate				34%

Data Sources: *Saskatchewan Government Omnibus Polls, 2002, 2003, and 2004. Saskatchewan Learning Omnibus Poll 2005, conducted by Pulse Research Ltd; www.executive.gov.sk.ca/polling.htm. Note: The shaded areas represent polls where the question was not included.*

The January 2005 poll indicates the level of public satisfaction with the quality of the post-secondary education and training system continues to decline slightly with downward trends in the "excellent" and "good" categories – this may be due in part to well publicized rankings of Canadian universities in reports such as MacLean's which typically rank provincial universities in mid to low ranges, the College of Medicine's probationary accreditation status, and labour shortages in specific areas of the provincial economy making it difficult to recruit and retain skilled workers. Budget increases for the 2005/06 and 2006/07 fiscal years for post-secondary education and training should positively impact public satisfaction. These budgets maintain university tuition at the 2004/05 level for 2005/06 and 2006/07; create over 2,700 new training seats JobStart/Future Skills, employment programs, Adult Basic Education, and apprenticeship; and provide $3.4 million in incremental funding to support the College of Medicine. Further discussions will take place with the universities regarding maintaining tuition at the 2004/05 levels in 2007/08.

Satisfaction Ratings from Provincial Omnibus Polls — Post-secondary					
		November 2002 *Where are we starting from?*	June 2003	January 2004	January 2005
Percent of residents who think the quality of the post-secondary education and training system in Saskatchewan is: ~ Good to excellent ~ Adequate	Good to Excellent	62%	65%	56%	51%
	Adequate	27%	27%	28%	32%

Data Sources: *Saskatchewan Government Omnibus Polls, 2002, 2003, and 2004. Saskatchewan Learning Omnibus Poll, 2005 conducted by Pulse Research Ltd. www.executive.gov.sk.ca/polling.htm.*

The January 2005 poll indicates the level of public satisfaction with the quality of service from the public library system continues to rise with upward trends in the "excellent" and "good" categories. Improved electronic access to province-wide public libraries and library materials has enhanced public confidence in the public library system. In 2005/06, a Saskatchewan e-library services and resources web portal, www.mylibrary.sk.ca was launched and promoted to provide Saskatchewan residents with "one stop" access to province-wide e-library services.

Satisfaction Ratings from Provincial Omnibus Polls — Public Libraries

		January 2003 *Where are we starting from?*	January 2004	January 2005
Percent of residents who think the quality of service from the public library is:	Good to Excellent	59%	65%	69%
~ Good to excellent ~ Adequate	Adequate	19%	19%	20%

Data Sources: *Saskatchewan Government Omnibus Polls, 2002, 2003, and 2004. Saskatchewan Learning Omnibus Poll, 2005 conducted by Pulse Research Ltd. www.executive.gov.sk.ca/polling.htm,*

- Number of post-secondary programs eligible for accreditation, which have achieved accreditation

Post-secondary Program Accreditation

	1999/00 *Where are we starting from?*	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
Degree U of R U of S	 100% 100%	 100% 100%	 100% 100%	 100% 100%	 100% 100%	 100% 100%	 100% 100%
Diploma/ Certificate	87% (41 of 47)	96% (45 of 47)	96% (45 of 47)	90%[6] (63 of 70)	96% (69 of 72)	97%[7] (36 of 37)	100% (36 of 36)
Apprenticeship (37 of 37)	100%	100%	100%	100%	100%	100%	100%

Data Sources: *Accreditation Status Report for SIAST Programs, 1999-2004; www.siast.sk.ca/departments/prd/pdf04/accredstatus0407.pdf. 2004/05-2005/06 Formal accreditation of programs is referenced on the SIAST web site, www.siast.sk.ca (by program) and in the SIAST calendar (by program). Letters or reports document the outcome of all accreditation reviews are available through the office of the senior vice president of academics. SIAST Program Inventory, Inventory of Approved Programs as of February 2006 (not available on the public web site). University Services Branch, Saskatchewan Learning; University of Regina, Office of Resource Planning; University of Saskatchewan, Office of Institutional Analysis. CCDA Ellis Chart of Designated Red Seal Trades; www.ellischart.ca.*

6 The calculation for programs accredited at SIAST changed in 2002/03. In 1999/00 and 2000/01 the Saskatchewan Apprenticeship & Trade Certification Commission program recognitions were included in the "formal accreditation" count. From 2002/03 to 2003/04, the Saskatchewan Apprenticeship & Trade Certification Commission program recognitions are no longer included in the "formal accreditation" count; rather they are included in the "other external recognition" count.

7 The calculation for diploma/certificate programs at SIAST eligible for accreditation, which have achieved accreditation changed in 2004/05 and 2005/06. It is now calculated as the number of post-secondary programs eligible for accreditation each year divided by the number of post-secondary programs which have achieved formal accreditation.

All degree programs at the province's two universities that are eligible for and have sought accreditation, all diploma/certificate programs at SIAST that are eligible for and have sought accreditation, and all Red Seal Trades (those trades for which interprovincial standardization is available so that qualified tradespersons can practice the trade in any province or territory in Canada), have achieved accreditation.

Accreditation is a program-specific approach to assessing a program against nationally, provincially or externally established standards of excellence in all aspects of program delivery conducted by an external third party. It assesses curriculum, faculty, facilities, equipment, student services, employer relations, learner progress and retention, graduation rates, and graduate employment. The extremely high level of accreditation achieved by the post-secondary system's eligible programs is a good indicator of quality.

The number of programs subject to accreditation is high for diploma/certificate and apprenticeship programs. Post-secondary institutions work with national accrediting bodies, program advisory committees, and professional associations to ensure that all programs that are eligible for accreditation and offered to students, achieve accreditation. There is no process for formal accreditation for non-professional degree programs at the universities.

SIAST, the universities, and the SATCC will continue to assess programs against established national, provincial, and external standards of excellence, identify areas for improvement and appropriate responses, thereby maintaining the provision of high-quality programs and services at the post-secondary level.

- Enrolments by type of credential and type of delivery

Enrolments by Credential					
	K-12 [8]	Degree[9]	Certificate/ Diploma[10]	Apprentices served	Adult Basic Education
Where are we starting from?: 2000/01	184,494	29,940	6,523	6,615	5,077
2001/02	181,103	30,813	5,649	6,244	4,987
2002/03	177,375	31,203	5,434	6,552	5,033
2003/04	174,423	31,687	5,512	6,380	4,982[11]
2004/05	170,919	31,853	5,483	6,817	5,217
2005/06	167,132	31,613	N/A	N/A	N/A

Enrolments by Type of Delivery		
	JobStart/Future Skills (work-based training)	Regional Colleges (full-time and part-time)
Where are we starting from?: 2000/01	3,353	33,456
2001/02	3,062	30,126
2002/03	3,293	29,757[12]
2003/04	4,078	20,828[13]
2004/05	3,253	19,672
2005/06	N/A	N/A

Data Sources: *University of Saskatchewan, Statistics Prepared by Institutional Analysis,1999/00 to 2004/05 from the Student Information System – Student Head Count for Regular Session by Program Level Table 2, Current Statistics; www.usask.ca/ia/statistics/. 2005/06 from the Student Information System, October Snapshot*[14]*. University of Regina, Fingertip Statistics, March 1, 2006 – Head Count Enrolment, fall Semester, www.uregina.ca/presoff/orp/FactBookReports/Fingertip.pdf . Education Finance & Legislative Services Branch data from the School Grants/Special Education (SGSE) system collected from the Principals September Statistical Report (PSSR), Saskatchewan Learning. SIAST 2004/05 Annual Report & October 2005 Census Data for Academic Year 2004/05; www.goSIAST.com. Saskatchewan Apprenticeship and Trade Annual Reports, 1999/00 to 2004/05; www.saskapprenticeship.gov.sk.ca/index.php. Student Information System, Institutions Branch, Saskatchewan Learning. JobStart/Future Skills Follow-up Survey completed by SIAST, the regional colleges, and Dumont Technical Institute 60-90 days after the completion of every program and project and submitted to Saskatchewan Learning. Adult Basic Education Follow-up Survey, completed annually by SIAST, the regional colleges, DTI, and SIIT and submitted to Saskatchewan Learning. Regional Colleges Student Information System, Saskatchewan Learning.*

8 Some numbers are slightly different from those reported in previous years' annual reports as a result of ongoing record maintenance that occurs throughout the school year.

9 The numbers for degree programs at the universities represent only regular session degree enrolments, and do not include spring and summer inter-session enrolments. The degree count consists of students who are enrolled in a degree level program. The numbers for degree programs includes the total of undergraduate (degree plus post grad clinical) enrolments and graduate (doctorate, masters and post grad diploma) enrolments. The numbers have been updated from previous years to reflect the correct placement of post grad diploma and post grad clinical enrolments within the degree grouping.

10 This does not include the University of Regina – data not currently available.

11 These numbers are reported directly to the department by the post-secondary institutions that deliver Adult Basic Education programs. The 2003/04 number was reported incorrectly at 5,132 in the 2005/06 Learning Sector Performance Plan. 4,982 is the correct number.

12 This variation is believed to be the result to improvements to the quality of data within the Student Information System and the application of consistent business rules related to enrolment. This information was collated from the regional colleges' annual reports.

13 Newly developed definitions are now being utilized for full-time, part-time and casual (new category) enrollments. This results in different calculations of enrollments from the Regional Colleges. Comparisons with previous years are not valid. As well, this number was reported as 20,788 in the 2005/06 Performance Plan; this was a preliminary number which has now been updated to reflect actual enrolments within the regional colleges.

14 The University of Saskatchewan began implementing a new student information system with the first production activity involving registration (for spring/summer 2005 courses) occurring in April. Due to the staged implementation of the system and the changes in business processes as well as changes in data definitions there may be slight differences in current data from what has historically been reported. The data contained in this report for 2005/06 reflects the current enrolment information as accurately as is possible at this time.

Enrolments identify the number of individuals who take advantage of available post-secondary programs and services in publicly funded institutions. It measures quality as it indicates individual interest in graduating with credentials from the province's post-secondary system.

The measure shows participation in the continuum of programs and services offered by the learning sector as compared to those who graduate/complete.

K-12 Enrolments

K-12 enrolments equal total provincially funded enrolments from provincial school divisions including the public system, the separate system and the francophone systems as of September 30 of the given year. It also includes children identified as early-entrance high cost who are between three to four years of age and who have been placed in a designated pre-kindergarten program delivered by a publicly funded school. It does not include enrolments from schools classified as historical high schools, private or independent schools (unless those schools have become associated with a public, separate or francophone school division). It does not include children who are classified as "home-based" (children who are registered in a home-based education program) or "home-bound" (children who are ill or who are otherwise unable to attend school).

Enrolments are affected by a range of external factors which the sector does not control, including demographic trends, home schooling, migration, and the increase in First Nations and independent schools. The number of enrolments in the K-12 system has declined over the past years in all but two provinces (Ontario and Alberta) reflecting the decline in the population in the under-10 age group. In 2005/06, K-12 enrolments in Saskatchewan were 167,132, a decline of 3,787 when compared to the previous school year. Full-time equivalent enrolments in Saskatchewan have declined 6.6% between 1997/98 to 2002/03. This compares with a 2.5% decline in Manitoba and a 3.7% increase in Alberta for K-12 enrolments[15] during the same time period. Alberta K-12 enrolments have increased due to migration from other Canadian provinces.

The current age structure of the Saskatchewan population shows that Saskatchewan has a relatively large number of youth in the 10-19 age group. As this cohort continues to age and move through the education system over the next decade, there will be a significant decline in K-12 student enrolments. Enrolments in Grades 9-12 are forecast to fall 21% by 2013/14 as the current under-10 age group moves through the school system. Participation in primary and secondary education is mandatory until the age of 16.

Declining enrolments combined with population shifts will continue to impact the costs and structure of Saskatchewan's pre-kindergarten to Grade 12 school system.

Post-Secondary Enrolments

This measure identifies the number of individuals in post-secondary programs and services in publicly funded institutions. Programs include Adult Basic Education, skills training, and university programs. These programs lead to a variety of certificates; diplomas; undergraduate, masters or doctoral degrees; and journeyperson papers.

Factors which impact individual decisions regarding enrolment in learning sector programs and services include location, capacity within specific programs and services, and costs. Enrolments are also affected by other factors beyond the sector's control such as demographic and labour market trends.

The number of enrolments for 2004/05 over 2003/04 remains relatively stable for most credentials:

- the number of enrolments in degree programs increased by 166 (this is followed by a decrease in the number of enrolments in degree programs by 240 for 2005/06 over 2004/05);
- the number of enrolments in diploma/certificate programs decreased by 29; and
- the number of apprentices served increased by 437.

However, enrolments in JobStart/Future Skills declined by 825 in 2004/05. Annual enrolments fluctuate depending on the type of training approved, the cost per participant, and the level of funding provided. A higher level of spending and lower costs per trainee in 2003/04 lead to higher enrolments for that year. An increase in enrolment over 2004/05 is anticipated in 2005/06 and 2006/07.

15 Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2005, Council of Ministers of Education Canada, Statistics Canada. Catalogue no. 81-582-XPE, ISBN: 0-660-19607-7, Table C2, page 197, April 2006; www.statcan.ca/cgi-bin/downpub/studiesfree.cgi.

Objective 4: Increase access to information and resources through improved use of technology

Access to information and resources through improved use of technology is a critical component of the learning sector's activity, particularly as the use of technology increases in importance both as a delivery method and as a support to teaching and learning. This is particularly important given Saskatchewan's widely dispersed population. There is also increased interest in the use of technology to meet learning and information needs. The objective underscores the intent of the learning sector to provide equitable access to information and resources and to recognize the differing roles of the partners within the sector.

In 2005/06, access to a broader range of programs, services and resources by sector partners, and the public was accomplished through the launch of a Saskatchewan e-library services and resources web portal www.mylibrary.sk.ca, providing online access to eligibility information and applications for income support, and implementation of the Personalized Access to Web Services (PAWS) portal and new information system (SIRUS) at the University of Saskatchewan to enable internet access to student services including: admissions, registration, and fee payments.

Key Actions and Results

- Enhance digital supports in the K-12 system. [Learning]
  - $300,000 in new funding was provided to support the development of new secondary level digital learning resources. To date an implementation plan has been established so that the documents and supporting resources for Adult Basic Education curricula can be made available online. A professional development pilot project with 30 teachers was started. Work has begun to put resources online to support the teaching of Ukrainian.
  - A number of Information Communication Technology (ICT) workshops have been provided to K-12 teachers including: Blackboard, School Web Sites, Web Experience, Tools for Thought, Going Beyond the Obvious, and Unleashing the Digital Teacher.
  - Two web-based student module educational resources have been completed, "Lend Me Your Ears" supporting middle level English Language Arts and "The Depression" supporting senior high school Social Studies and Canadian Studies.
  - In January 2006, a live weekly broadcast "Artist in the Schools" began as a pilot project connecting teachers and students in five rural schools and 97 Grade 8 students with a working artist located in St. Peter's school in Regina. There are currently 10 Communication Production Technology students in Regina involved in the production of the project.
- Continue development and implementation of online access to eligibility information and applications for income support students, including public access sites. [Learning]
  - Online access to eligibility information and applications for income support is available at www.aee.gov.sk.ca/sf_assist/index.shtm.
- Provide comprehensive electronic access to all provincial public libraries and library materials:
  - Implement a publicly accessible comprehensive electronic library and information resource. [Provincial Library, Saskatchewan Library Trustees Association, Multitype Library Board, and Learning]
    - A Saskatchewan e-library services and resources web portal, www.mylibrary.sk.ca, was launched and promoted to provide Saskatchewan residents with "one stop" access to province-wide e-library services. In 2005, use of online databases increased to over two million searches, an increase of 9% over 2004 and searches on the Gateway to library catalogues totalled 153,761, an increase of 61% over 2004.

- As well, Saskatchewan libraries cooperatively purchased access to the following online resources: *Britannica Encyclopaedia*; Index to *Canadian Legal Literature*; and *BiblioBranchee/Newscan.com*. All Saskatchewan residents can freely access these products online using their library card.

- Implement the Personalized Access to Web Services (PAWS) portal and a new student information system (SIRUS) to enable internet access to student services including: admissions, registration, and fee payments. [U of S]
  - PAWS portal and a new student information system (SIRUS) implemented enabling internet access to student services including admissions, registration and fee payments. Usage of PAWS is constantly increasing. Currently 13,000 unique users log into PAWS each day (peak usage per day = 40,000 page views per hour).
- Integrate technology to enhance access to programs and to improve the quality of the learning experience for all students. [SIAST]
  - Students were provided increased access to programs and courses. Thirty-one new online courses offered in 2005/06.
- In collaboration with Campus Saskatchewan partners create a Faculty Development Tutorial, specifically designed for Technology Enhanced Learning (TEL) participants. [U of S]
  - A faculty development tutorial was completed. The tutorial will be piloted to faculty and staff at all of the Campus Saskatchewan partner institutions in September 2006.
- Develop a system-wide TEL Strategic Plan. [regional colleges]
  - The regional colleges' Technology Enhanced Learning (TEL) Strategic Plan was endorsed by the Campus Saskatchewan Management Board and by Saskatchewan Learning. Implementation of this plan will contribute to a coordinated post-secondary approach to TEL and support access to a wide variety of programs for students in all parts of the province.

What are we measuring?

- The number of online courses under development, available for delivery and delivered: K-12 and post-secondary

Online Courses						
	2000/01 ***Where are we starting from?*** *for post-secondary*	**2001/02**	**2002/03**	**2003/04**	**2003/04** *New* ***Where are we starting from?*** *for K-12*	**2005/06**
K-12						
Resources: under development	53	41	34	21	5	3
Credit courses: resources available	0	13	17	40	N/A	56
Credit courses: delivered	0	17	23	34	45[16]	23
Post-secondary						
Resources: under development	53	58	91	163	111	N/A
Credit courses: resources available[17]	70	83	118	202	278	N/A
Credit courses: delivered[18]	70	83	118	175	205	N/A

Data Sources: *Post-Secondary: Post-secondary Institutions, 1998-2003 TEL Consolidated Reports. Post Secondary Institutions, 2002/03 – 2004/05 Annual TEL Reports submitted to the Department of Learning. K-12: Saskatchewan Learning, E-Learning Branch.*

This measure assesses access to K-12 and post-secondary education and training through the use of technology and the availability of supports for teachers/faculty and students.

The province provides funding to the K-12 and post-secondary systems for developing and establishing an array of online courses and learning resources. School divisions and post-secondary institutions are responsible for determining what course offerings are delivered from the available array.

The number of online courses available continues to increase on a yearly basis in the K-12 education system, while the number of online courses delivered has fallen. The current count for K-12 credit courses delivered is only for those courses/resources managed and/or delivered centrally by the department in the K-12 system. The "resources available" allow school divisions to deliver directly to their own students, without working through the central agency. School division delivery of online credit courses is currently not tracked.

16 Due to changes in how statistics are kept at Saskatchewan Learning, this number will be reported differently from this point forward in annual reports and performance plans.

17 The calculation for "credit courses-resources available" for 2003/04 and 2004/05 has been updated to include both the total for online credit courses/learning resources available plus credit courses available via television/multi-mode. The numbers in the 2005/06 Annual Report are different than those reported in the 2004/05 Annual Report to reflect the improvement in the way this measure is calculated.

18 The calculation for "credit courses delivered" for 2003/04 has been updated to include both the total for online credit courses/learning resources delivered plus credit courses delivered via television/multi-mode. The number in the 2005/06 Annual Report is different than the one reported in the 2004/05 Annual Report to reflect the improvement in the way this measure is calculated.

but is believed to be a more common method of delivery within the K-12 system. Delivery by school divisions would be dependent upon student enrolments, teacher technological capacity and choice, and school priorities.

The number of online courses available and delivered continues to increase on a yearly basis in the post-secondary education system. Online courses provide increased access for students and learners independent of geography.

Access to information and resources is a critical component of the learning sector's activity, particularly as the use of technology increases in importance as a delivery method and as a support to teaching and learning. An evaluation of the Technology Enhanced Action Plan (post-secondary) completed in March 2005 indicated learner respondents are generally pleased with their experiences with technology enhanced learning as it provides flexibility for an older student base and for off-campus students. The evaluation found that the plan has been an important catalyst, sparking activity in a new method of teaching and knowledge dissemination.

Goal 2: A Seamless Continuum of Formal and Informal Learning Opportunities

Objective 1: Support co-ordinated and aligned sector planning and operations

The learning sector is committed to maximizing linkages and opportunities across the sector in support of its goals and objectives. Collaboration across and within the learning sector in support of lifelong learning is necessary to maximize effective use of resources and to meet the public's learning needs effectively. The results leveraged through collective action will maximize impact.

The province invested $553.5 million in post-secondary education and training, a 13.5% increase over the previous year and $561 million in operating grants (including $8.5 million in funding for restructuring) to school divisions, a 6.3% increase over 2004/05. Collaborative partnerships within and beyond the learning sector resulted in continued implementation of the Continuous Improvement Framework for the new K-12 school divisions focused on improving learner outcomes.

Work in 2005/06 supported labour market preparedness by delivering new, revised, and ongoing pre-service, and continuing education, and training programs aimed at the general public and at specific targeted populations.

Key Actions and Results

- Capital planning, prioritization, and project implementation:
  - Develop objective and transparent capital prioritization frameworks for SIAST and the universities. [Learning]
    - A single post-secondary sector (SIAST, U of S, U of R, regional colleges) capital investments prioritization framework was developed for 2005/06 and was refined and used again for the 2006/07 budget process. The creation of the two new departments will change the approach.
  - Complete planning for the University of Saskatchewan Academic Health Sciences complex addition project. [Learning, U of S]
    - Project planning was completed for the Academic Health Sciences project at the U of S. As well, the U of S received $100 million in new funding for the project. This represents the first phase of project funding. Design is underway with additional funding from the province to be finalized.
  - Construct the University of Regina Laboratory Building. [Learning, U of R]
    - $31 million was provided to the U of R for the design and the start of construction on the new Laboratory Building ($30 million in 2004/05 and $1 million in 2002/03). The province provided an additional $4.6 million in 2005/06 to assist with construction cost inflation. The project is currently underway with completion slated for June 2007.

- Continue development of long-term capital planning framework for SIAST. [Learning, SIAST]
  - SIAST, with support from Saskatchewan Learning and Saskatchewan Property Management, developed and submitted a five-year plan to the department in 2005/06 to address the most pressing capital needs at each of its four campuses. The three partners are working collaboratively to address these needs.
- Continue to implement the Western College of Veterinary Medicine major capital project. [U of S]
  - The Western College of Veterinary Medicine renovation project that started in 2004/05 received an additional $17.5 million from the province to assist the U of S with construction cost inflation and final project funding requirements in 2005/06. The project is underway and is slated for completion in spring 2008.
- Assist school divisions in the planning, design, and construction of the twelve major capital projects approved in fall 2003. [Learning]
  - Twelve major capital projects received funding in the amounts shown in brackets including:
    - replacement of the Vincent Massey Elementary School in Prince Albert ($2.3 million) completed September 2005;
    - renovations to Campbell Collegiate High School in Regina, ($1.8 million 2004/05), completed September 2005;
    - renovations to the Indian Head High School ($0.4 million) completed September 2005;
    - renovations to the Davison Elementary School in Melville ($0.7 million, 2004/05) completed September 2005;
    - renovations to the La Loche Community School ($5.9 million, 2004/05) completion targeted for August 2006;
    - new Centennial Collegiate in Saskatoon ($6.4 million) completion targeted for August 2006;
    - new pre-kindergarten to Grade 12 Francophone School in Moose Jaw ($1 million) completion targeted for July 2006;
    - new westside Tommy Douglas Collegiate in Saskatoon ($3.75 million) completion targeted for August 2007;
    - new westside Bethlehem High School in Saskatoon ($3.75 million) start date May 15, 2006 and completion August 2007;
    - replacement of the W.P. Bate School in Saskatoon ($2.2 million) completion targeted for August 2006;
    - design of the Francophone High School in Saskatoon on hold pending approval of federal funding; and:
    - planning for Nutana Collegiate renovations in Saskatoon currently underway ($0.06 million) provided in 2004/05.
- Construct Francophone School in Moose Jaw. [Learning]
  - New pre-kindergarten to Grade 12 Francophone School in Moose Jaw ($1 million) completion targeted for July 2006.
- Develop Adult Basic Education Funding Model. [regional colleges, Learning, SIAST, DTI]
  - The Adult Basic Education Funding Model was developed, accepted, and implemented for 2005/06 budget allocations to SIAST, DTI, and the regional colleges. The model was well accepted.

In addition:

- In Ile-a-la-Crosse, $2.2 million provided for a combined high school, health centre, and long-term care centre that will become the focal point of the northern village. Construction has begun and occupancy targeted for August 2007.
- In Warman, $2.8 million provided for

renovations to Warman High School including funding to move some of Prairie West Regional College's programming to the high school. Construction has begun.

- $12 million committed to kindergarten to Grade12 block funding projects, $1.8 million to SIAST and $700,000 to regional colleges for sustaining capital.
- $5.5 million in SIAST surplus funds was approved by the Government of Saskatchewan for an expansion of the SIAST, Kelsey Campus in Saskatoon and a redevelopment project at SIAST Palliser Campus in Moose Jaw. The Kelsey project is under construction and the design work for the Palliser project is nearing completion.

What are we measuring?

- Under development

Where are we starting from?

- Under development

Objective 2: Support transitions among and within sector programs and services, as well as employment

Transition points include: entrance to pre-kindergarten or kindergarten; from secondary school to jobs and/or post-secondary education; from post-secondary education to employment; between post-secondary institutions/programs; and from jobs back to secondary or post-secondary education.

The learning sector supports transitions by ensuring linkages between and among all parts of the sector to provide a seamless approach to education, training, and employment across an individual's lifespan.

Key Actions and Results

- Improve student transition from Grade 12 to post-secondary education or work-based learning opportunities and apprenticeship:
  - Support improved career development within the K-12 system. [Learning]
    - Career development competencies have been integrated into new and revised curriculum including: Science 10, Arts Education (K-5), and English Language Arts (6-9). The integration of career development competencies into the core curriculum will make it an explicit component of provincial curricula.
    - $10 per student was allocated to all school boards through the Foundation Operating Grant (FOG) for middle level and secondary school years for career development. School boards were given a range of activities, designed to enhance the delivery of career development programs and services, to consider for implementation. Feedback has been requested from school boards on how the allocation for enhanced career development was used.
  - Establish additional pilots for youth in high school apprenticeship initiative. [SATCC]
    - Five additional Youth in Apprenticeship pilot projects (in addition to the existing 2 pilots) were established in high schools in La Loche, La Ronge, Saskatoon, Moose Jaw, and Big River First Nation. These pilots introduced approximately 500 students, 50% of whom are of Aboriginal ancestry, to career opportunities in the trades.
- Increase the Graduate Tax Credit from $500 to $675. [Learning]
  - 2005 post-secondary graduates received a $675 tax credit.
- Expand recognition of prior learning within the post-secondary sector. [Learning]
  - A Memorandum of Understanding outlining the respective roles of the regional colleges and SIAST in delivering recognition of prior learning services was developed.
- Implement the Saskatchewan Council for Admissions and Transfer and the public online credit transfer guide to facilitate increased transition from K-12 to post-secondary education and transitions among post-secondary institutions. [Learning]
  - The online transfer credit guide was

launched on January 25, 2006. The guide outlines the transferability of credits for post-secondary courses and programs between and among the province's post-secondary education and training institutions. The guide is available online at www.saskCAT.ca.

- Work continues at the University of Saskatchewan to improve transition from other educational institutions and programs through streamlining of transfer credit assessment. [U of S]
  - The U of S has loaded 18,651 courses, 171 programs, and 1,152 course equivalencies into the Saskatchewan Transfer Credit Guide.
- Expand Centennial Merit scholarship funding from $500,000 to $1 million. [Learning]
  - Centennial Merit Scholarship funding has increased from $500,000 to $1 million in 2005/06 including an increase of:
    - $225,000 to SIAST (up from $125,000);
    - $50,000 to the regional colleges (up from $25,000);
    - $25,000 to SATCC (available to apprentices for the first time); and
    - $700,000 to the universities (up from $350,000).
- Develop bridging strategies aimed at enhanced student retention and transition rates from basic education to further education and skills training. [SIAST]
  - Provisions are in place to facilitate Adult Basic Education students going into Construction, Parts Management, and Continuing Care Aide programs. The evaluation is currently underway.
- Expand work-based learning opportunities to strengthen links between training and employment:
  - Expand work-based learning opportunities in a variety of programs. [U of S]
    - Experiential learning was identified as the highest priority in the U of S Outreach and Engagement, and Teaching and Learning Foundational Documents.
  - Develop entrepreneurship programs in the Colleges of Engineering, Arts and Science, and Agriculture. [U of S]
    - College of Engineering program approved by the University Council and implemented in September 2005; College of Agriculture BSA program with entrepreneurship minor approved by University Council for implementation in September 2006; and Entrepreneurship minor currently under review by the College of Arts and Science.
  - Deliver programs with work placements and/or job coaching experiences. [regional colleges]
    - Most certificate programs offered by the regional colleges have a work placement component. As well, work experience credit for Adult Basic Education student is encouraged.
  - Provide co-op work placements, practicums, and work-based training opportunities to strengthen links between training and employment. [SIAST]
    - Work-based training programming is being provided to employers throughout the province.
  - Continue to explore opportunities for increased youth and Aboriginal participation in the trades through the CIC Consortium Partnership. [regional colleges]
    - CIC requirements changed after the proposal "Building a Skilled Trades and Technology Workforce" was prepared. Meeting the new requirements involved significant human resource investment. The partners chose not to revise their proposal so it was not accepted by CIC and not implemented.
- Work with employers to ensure learners in rural areas have access to high quality trades training. [regional colleges, SATCC, SIAST]
  - To assist the province and industry with the growing demand for a skilled workforce and to enhance the accessibility of training to rural and northern residents, SIAST will provide training through an Industrial Training Mobile Laboratory.

Training will begin in fall 2006.

- An energy sector consortium of regional colleges is investigating the possibility of delivering Rig Technician training.
- In conjunction with three employers in the Esterhazy area, 11 apprentices completed Level 1 technical training in Industrial Mechanics in Esterhazy.

What are we measuring?

- Employment rate by educational attainment of the working age population 15+ with Grade 12, a diploma or certificate, or a degree

This measure shows employment rates relative to the highest level of education completed for individuals aged 15 years and older. The transition from education to employment is reflected in this measure.

Employment rates by educational attainment measures for the learning sector's responsiveness in meeting the needs of employers and the economy. This measure reflects the critical importance of training and education to employment. Education has been established as a key factor in gaining employment and financial independence, and this relationship is becoming stronger over time in the knowledge economy.

Employment rates are influenced by many factors. While educational attainment is an important factor in gaining employment, it is only one of many possible determinants. This measure is vulnerable to external forces in the economy over which the sector has limited control such as employment rates, economic activity, and employers' hiring decisions.

The employment rate by educational attainment has remained relatively stable over the last five years in Saskatchewan, Alberta, Manitoba, and nationally[19].

The learning sector understands that a skilled labour force is a key contributor to the economic well-being of the province. Government will continue to support labour market preparedness in 2006/07 through the following actions:

- increasing training capacity for SIAST, JobStart/Future Skills, employment programs, Adult Basic Education, and apprenticeship;
- funding increases for the ongoing expansion of the Nursing Education Program of Saskatchewan; and
- funding increases for the youth apprenticeship program, allowing more high school students to gain apprenticeship while attending high school.

Employment Rate by Educational Attainment

	2001 *Where are we starting from?*	2002	2003	2004	2005
High School Graduate	71.8%	72.5%	73.3%	74.0%	71.7%
Diploma/Certificate	73.4%	75.2%	75.0%	74.4%	74.8%
University Degree	79.7%	80.5%	79.0%	80.6%	80.0%

Data Sources: *Statistics Canada, Labour Force Historical Review 2005* [20].

19 Statistics Canada, Labour Force Historical Review, 2005.

20 Some changes to the Labour Force Survey (LFS) were introduced which affect data back to 1987. There are three reasons for this revision: 1) The revision enables the use of improved population benchmarks in the LFS estimation process. These improved benchmarks provide better information on the number of non-permanent residents. 2) There are changes to the data for the public and private sectors from 1987 to 1999. In the past, the data on the public and private sectors for this period were based on an old definition of the public sector. The revised data better reflects the current public sector definition, and therefore result in a longer time series for analysis. 3) geographic coding of several small Census Agglomerations (CA) has been updated historically from 1996 urban centre boundaries to 2001 CA boundaries. This affects data from January 1987 to December 2004. It is important to note that the changes to almost all estimates are very miner, with the exception of the public sector series and some associated industries from 1987 to 1999. Rates of unemployment, employment and participation are essentially unchanged, as are all key labour market trends.

Goal 3: Inclusiveness

Objective 1: Increase the participation and success of Aboriginal people in sector programs, services and employment

The learning sector is committed to working in partnerships to improve the participation and success of Aboriginal people in all sector programs and services. The province has a growing young Aboriginal population that is potentially its greatest asset in offsetting the projected decline in the labour force due to the aging population. Despite recent gains, the education level of the Aboriginal population remains below that of the non-Aboriginal population. The unemployment rate of the Aboriginal population is higher than the non-Aboriginal population. Improvements are necessary in order to ensure the province's social and economic well-being and for the province to benefit from Aboriginal perspectives and culture.

Although successful participation of Aboriginal people in the sector's programs and services was a priority in 2005/06, progress was limited. The success of this objective is dependent on negotiations among Aboriginal governments, institutions, and organizations, and the provincial government, and public sector institutions/organizations. Aboriginal children and youth continue to be overrepresented among those students who do not complete school and therefore, have insufficient education and training to sustain long-term labour force attachment. Projects to increase the recruitment and retention of Aboriginal students are underway in the post-secondary institutions; however comprehensive outcome data is not available to determine the success rates of these interventions. Although significant effort in 2005/06 was expended to advance this objective, sustained effort will be needed in the future.

Key Actions and Results

- Increase participation and success rates of Aboriginal learners within the primary and secondary education system:
  - Within restructured school divisions, build on existing and create new partnerships between First Nations and the K-12 system. [Learning]
    - The proposed local accountability structures in every school will ensure one or more First Nations parent representatives are included where students who reside on-reserve are enrolled in provincial schools.
    - Nine existing partnerships and two new partnerships between school divisions and First Nations and Métis educational authorities worked to:
      - improve educational outcomes for First Nations and Métis students;
      - promote the wellbeing of each individual and community by affirming cultures, traditions, languages, spirituality, and world views of all students;
      - ensure decisions affecting the lives of children are made in partnership with Elders, parents, the community, educators, and government;
      - ensure effective implementation of Aboriginal content and perspectives; and
      - achieve respect for diverse perspectives recognizing that education is a multifaceted and continuous process that occurs within and beyond school.
  - Renew First Nations and Métis Education Policy to ensure pre-kindergarten to Grade 12 curriculum is relevant to Aboriginal people. [Learning]
    - An environmental scan which outlines issues and opportunities facing Aboriginal people in the pre-kindergarten to Grade 12 system, as well as, successes found in other jurisdictions was completed.
  - In partnership with First Nations and Métis communities, develop a comprehensive framework for effective practices in Aboriginal Education. [Learning]

- A review of effective practices in Aboriginal Education has been initiated coordinated by the provincial government and First Nations and Métis people. It will be completed in 2006/07.

- Establish a Shared Standards Council between the provincial education system and band schools. [Learning]
  - A Shared Standards and Capacity Council was established with representatives of Saskatchewan Learning, the Federation of Saskatchewan Indian Nations, and the Department of Indian & Northern Affairs Canada. The council will work to create seamless transitions for students and teachers between Saskatchewan's public education system and the First Nations education system. The council will provide shared supports to strengthen the outcomes and capacity of both systems.

- Increase the participation and success rates of Aboriginal learners within the post-secondary system:
  - Accelerate implementation of strategies for a representative workforce and student body. [SIAST]
    - Aboriginal Awareness training sessions were held for 444 SIAST employees. As of June 30, 2005, SIAST employed a total of 85 people of Aboriginal ancestry (4.5% of SIAST's total workforce) a 27% increase over the past two years.
    - A partnership with the Aboriginal Human Resource Council of Canada will further assist in the recruitment and retention of Aboriginal employees.
  - Collaborate with the post-secondary sector, Aboriginal institutions and industry in the exploration of opportunities for a northern centre of excellence. [SIAST]
    - SIAST is working in collaboration with the Prince Albert Grand Council and other post-secondary institutions in exploring initiatives in support of Aboriginal post-secondary education and skills training in the North. Successful initiation of this collaboration is aimed at attracting and retaining more Aboriginal people in post-secondary education and training and increasing employment rates of Aboriginal people in the North.
  - Increase linkages with Aboriginal organizations and elementary and high schools in an effort to provide services that meet the needs of First Nations and Métis students. [SIAST]
    - More than 60 Aboriginal young people participated in hands-on activities related to SIAST's Commercial Pilot program as part of the Saskatoon Tribal Council Super Saturday July 2005 summer camp.
  - Expand the development and delivery of programs specifically tailored for First Nations and Métis students. [SIAST]
    - Five Aboriginal students participated in the Science and Health Aboriginal Success Strategy's Level 1 (student-to-student) Mentorship Program in collaboration with the Saskatoon Health Region, Regina Qu'Appelle Health Region, Saskatchewan Association of Health Organizations (SAHO), Saskatchewan Health, and Learning.
    - The Native Access Program in Nursing summer employment program provided employment for 10 First Nations and Métis students in the NEPS program – four with the Saskatoon Health Region and six with the Regina Qu'Appelle Health Region.
    - DTI and SIAST renewed a partnership agreement that enhances access of Métis students to skills training and supports joint planning between the two institutions.
    - In collaboration with Canada Mortgage and Housing Corporation (CMHC), a Property Management module (Housing Maintenance) was delivered to almost 20 housing coordinators in Aboriginal communities.
    - Aboriginal students participated in carpentry sub-trades training which was

introduced and delivered on a cost-recovery basis in 2005/06.

- Continue to develop culturally sensitive curriculum and adaptive delivery of trades training. [SIAST]
  - Carpentry Level Three training is in process at Kahkewistaha First Nation (KFN) with 10 apprentices participating. This is a collaboration between SIAST, South East Regional College, SATCC, SIIT and KFN.
- Continue to promote development of a representative workforce through participation on the Provincial Aboriginal Representative Workforce Council and the CIC Consortium. [regional colleges]
  - Regional colleges continue to promote development of a representative workforce through active participation in the Aboriginal Employment Development Program (Carlton Trail, Parkland, and North West regional colleges), implementation of a Representative Workforce Policy (Cumberland Regional College), and a Saskatchewan Human Rights Commission approved Employment Equity Plan (Northlands College).
  - As well, Cumberland Regional College has signed a Representative Workforce Agreement with 17 public and private sector organizations. This agreement is believed to be the first of its kind in Canada. The parties of the agreement will work together to promote employment opportunities for Aboriginal people within the community.
- Promote trades programming and work on pilot projects under the Aboriginal Apprenticeship Initiative through a co-operative effort with tribal councils, Métis organizations and other training institutions. [regional colleges]
  - Northlands College delivered one Level 1 Carpentry program and a Journeyperson Upgrader in conjunction with Prince Albert Grand Council, SATCC, and Learning.
- Establish a mathematics and science transitional program for Aboriginal students. [U of S]
  - The Math and Science Enrichment Program was introduced in 2005 to provide and enhance success for up to 50 Aboriginal students interested in pursuing education and ultimately professional careers in math and science-related occupations.
- Develop and implement an Aboriginal achievement program. [U of S]
  - Funding of approximately $140,000 per year for five years is being devoted to an Aboriginal Achievement Program. An MOU between First Nations and the U of S to strengthen partnerships to enhance the achievement of First Nations students. Through cooperation, monitoring, and ensuring all students receive complete access to university programs and services, the memoranda will help close the participation and success gap in post-secondary education.
- Establish an Aboriginal Education Research Centre. [U of S]
  - The Aboriginal Education Research Centre (AERC) at the U of S has achieved significant success since its creation in 2005. The Canadian Council on Learning designated AERC as a co-lead organization for the creation of a national Aboriginal Learning Knowledge Centre. This project, in development during 2005, will run from 2006 to 2009, and is funded at $1.5 million per year.
- Continue to implement the Aboriginal Apprenticeship Initiatives Program. [SATCC]
  - The Aboriginal Apprenticeship Initiative Program (AAIP) is aimed at increasing the number of Aboriginal apprentices. In 2005, the number of apprentices who self-declared as Aboriginal was 989, up from 229 who self-declared in 2000[21].

21 Annual Report 2004/05, Saskatchewan Apprenticeship and Trade Certification Commission.

- In addition:
  - In 2005/06, $257,550 was provided to public libraries to support library services for Aboriginal people. Examples of how this provincial funding was used include: addition of new Aboriginal related library materials into public library collections and provision of professional development and training which focused on library services for Aboriginal people.

What are we measuring?

- Educational attainment of the Aboriginal population in Saskatchewan, age 15+

Educational attainment is a key indicator in tracking improvements in the participation and success of Aboriginal people in the learning sector over time. This measure provides an overarching assessment of the educational status of the province's Aboriginal population.

The learning sector contributes to increasing the knowledge and skills of the province's Aboriginal population. There is a significant gap between the educational attainment of the non-Aboriginal population and the Aboriginal population according to census data.

Educational attainment of the Aboriginal population has increased between 1996 and 2001: 41.4% of the Aboriginal population aged 15+ had attained high school graduation or higher in 1996, with an increase to 47.5% in 2001.

Individual educational attainment is influenced by several factors beyond the control of the sector. The sector influences this measure through the design and implementation of programs, services, and delivery methods designed to meet the needs of Aboriginal people.

Educational Attainment of Saskatchewan Aboriginal Population		
	1996 ***Where are we starting from?***	**2001**
High School Graduate	6.4%	8.2%
Some Post-Secondary Education	16.8%	13.1%
Certificate or Diploma Graduate	14.3%	21.6%
University Degree Graduate	3.9%	4.6%

Data Sources: *Statistics Canada Census Data, 1996 & 2001.*

- Aboriginal graduation rates by type of credential [22]

This measure provides an assessment of how well the sector is doing in terms of producing qualified Aboriginal graduates and program completers.

Aboriginal graduation rates measure the success of First Nations and Métis peoples in programs and services, and the sector's contributions to positive outcomes for Aboriginal learners through its curricula, instructional approaches, student services and supports, facilities, and equipment. The intent of the measure is to provide information on improving educational outcomes for First Nations and Métis people.

K-12 Education System

Changing demographics will impact the number of children/youth who are in the K-12 system. There will be increasing numbers of Aboriginal children/youth, who traditionally have had lower graduation rates than non-Aboriginal children and youth moving through the K-12 system in the next few years. Increasing the success of Aboriginal children and youth in the K-12 system is a priority for the learning sector.

Post-Secondary Education System

The number of Aboriginal graduates/completers and success in the post-secondary system is affected by the changing reality of student life such as part-time attendance, part-time work, raising

Graduation/Completion Rates of Saskatchewan Aboriginal People

	1999/00	2000/01 *Where are we starting from?*	2001/02	2002/03	2003/04	2004/05
Grade 12 (from provincially funded K-12 schools)[23]	37.3%	49.8%[24]	51.1%	N/A	N/A	N/A
Degree (undergraduate and graduate)						
• U of S	N/A	N/A	N/A	N/A	5.8%	N/A
• U of R	N/A	N/A	N/A	N/A	N/A	N/A
Diploma/Certificate						
• SIAST	11.5%	11.7%	11.2%	9.2%	13.4%	13.5%
• U of S	N/A	N/A	N/A	N/A	4.0%	N/A[25]
• U of R	N/A	N/A	N/A	N/A	N/A	N/A[26]
Apprenticeship[27] (receiving journeyperson papers)	1.9%	3.1%	3.9%	3.5%	4.3%	5.3%

Data Sources: *Fall 2005 Update to Saskatchewan Education Indicators 2004, Kindergarten to Grade 12 Indicators; 2005 Student Services Data from the Student Data System, Saskatchewan Learning; www.sasked.gov.sk.ca/branches/par/afl/docs/indicators/2005update.pdf.*
Participation in SIAST Programs by Equity Groups (2004/05), Ten-year trend for Aboriginal graduates from cert/dip programs; www.siast.sk.ca/departments/prd/pdf06/equityenrolment.pdf.
University of Saskatchewan Statistics, Office of Institutional Analysis.

22 Except for Grade 12, these figures show the number of self-identified Aboriginal graduates as a percent of the total number of graduates.

23 Number of self-identified Aboriginal graduates as a percent of the total number of self-identified Aboriginal students from the Grade 10 cohort of the year listed in the table.

24 The Grade 12 percent reported in the 2005/06 Learning Sector Performance Plan was 42.4%. This number has been updated to 49.8% as historical graduate numbers are modified with each new run of the Student Services Data in the Student Data System which will cause a variance in graduate numbers reported in the Saskatchewan Education Indicators Report and those used for trend data in the annual report.

25 The University of Saskatchewan reports that no graduation data on Aboriginal students is available at this time.

26 The University of Regina reports that no graduation data on Aboriginal students is available at this time.

27 Apprenticeship Aboriginal Completion Rates may differ slightly from those reported in previous Performance Plans & Annual Reports due to ongoing maintenance and updating of the Student Information System.

families, cost of housing, child care, and changing programs. The cost of post-secondary education and rising entrance requirements make access to post-secondary institutions a challenge. While the absolute number of graduates/completers is increasing for most types of credentials and programs, it has been difficult to know if the same can be said for Aboriginal graduates as sector-wide reporting is still not available.

Objective 2: Increase the participation of individuals with diverse needs in sector programs, services, and employment including:

- **Low-income individuals in post-secondary education and training**
- **Male/female students in particular programs**
- **Immigrants**
- **Special-needs students**

The learning sector is committed to increasing sector-wide participation and success for individuals with diverse needs. Increased participation and success will lead to higher levels of educational attainment (kindergarten through post-secondary) and will contribute to improved labour market participation and success.

- National data indicates that youth from families with lower earnings are less likely to attend post-secondary education.
- Over the decade ending in 2001/02, the number of students with low incidence disabilities within the province's K-12 system doubled from approximately 2,250 to 4,500. The educational attainment of adults with disabilities is somewhat lower than that of adults without disabilities, but their unemployment rate is significantly higher.
- There are issues related to the participation and success of boys and girls within the learning sector. Recent research indicates that within the K-12 system boys do less well in school than girls. There are areas of over and under representation for both women and men in particular programs within the post-secondary system.
- Ensuring recognition of the prior learning and credentials of immigrants will contribute positively to meeting the skill requirements of the provincial labour force.

Key Actions and Results

- Improve the affordability of post-secondary education and training:
  - Provide $6.7 million to the Universities of Regina and Saskatchewan and their federated colleges to maintain tuition fees at the 2004/05 level. [Learning]
    - A Saskatchewan Centennial University Tuition Grant of $6.7 million was provided to the U of R, the U of S, and their federated and affiliated colleges to maintain tuition fees at the 2004/05 level for the 2005/06 fiscal year.
  - Allocate funding for additional student bursaries. [Learning]
    - $3.4 million was provided to expand Saskatchewan Bursary assistance for up to 10,000 students. Bursary assistance has increased from $75 per week to $110 per week.
  - Undertake a review of the province's student financial assistance program. [Learning]
    - An internal review of the province's student financial assistance program was undertaken to study access and affordability issues facing students, families, and institutions in the post-secondary sector. Over six months, the department met with a variety of sector stakeholders to discuss these issues. A summary of these consultations was distributed to stakeholders in December 2005. The results of the consultations informed the 2006/07 budget development process.
- Increase the participation and success of students with diverse needs:
  - Begin implementation of the Provincial Literacy Strategy. [Learning, regional colleges, SIAST, DTI]
    - The Saskatchewan Literacy Commission, with a mandate to lead the development

and implementation of a provincial literacy strategy, was created in September 2005. The commission will direct the SaskSmart-Literacy for Life initiative designed to provide all Saskatchewan people with the basic literacy and essential skills they require in English, Mathematics, Science, and Technology.

- As well, Northlands Regional College completed the final phase of the Northern Literacy Strategy.

- Collaborate with other human service departments in implementation of a Provincial Disabilities Strategy. [Learning]
  - Saskatchewan Learning has been an active partner in the development of a Provincial Disability Strategy currently being led by the Office of Disability Issues (ODI) and DCRE. The strategy is currently a work-in-progress that will provide the government with a comprehensive disability strategy that incorporates the principles outlined in the Saskatchewan Council on Disability Issues' Disability Action Plan, June 2001. Government has committed to responding to the Disability Action Plan in the 2006/07 term.
- Collaborate with the departments of Health and Community Resources and Employment in the implementation of the Cognitive Disabilities Strategy. [Learning]
  - The Cognitive Disabilities Strategy expanded and enhanced initiatives for more timely access to assessment, direct supports, and prevention programs for people with cognitive disabilities and their families, including people with Fetal Alcohol Spectrum Disorder.
- Provide enhanced funding support through additional scholarship and bursary funding to students with diverse needs. [U of S]
  - The following is a list of awards established at the U of S in 2005/06:
    - Five awards for Aboriginal students were set up:
      - Rob Jaspar Aboriginal Award;
      - Kinesiology Aboriginal Student Award;
      - Nexen Aboriginal Student Energy Awards;
      - Innovation Place Scholarship for Aboriginal students; and
      - Milton Fair Scholarship.
    - One award for a female student was set up:
      - Bhupinder Kaur Basran Memorial Scholarship.
- Undertake a major study of recruitment and retention of students with diverse needs. [U of S]
  - The retention study is ongoing. The data is expected to be gathered by August 2006 with a final report expected in fall 2006.
- Improve services for students with disabilities by increasing the physical accessibility of the U of S Campus. [U of S]
  - A number of projects were completed including access entry to two more buildings and renovations to make two additional areas wheelchair accessible.

- Increase the participation and success of immigrants:
  - Work with federal and provincial partners to meet the training and integration needs of new Canadians including English as a Second Language (ESL) programs. [regional colleges]
    - Regional colleges implemented a number of programs aimed at meeting the needs of new Canadians including:
      - partnering with the Carlton Trail Regional Economic Development Authority, Carlton Trail Regional College delivered the "Successful Integration of Immigrant Workers in Rural Saskatchewan" program;

- Cumberland Regional College worked with 21 volunteer tutors to support ESL students and delivered ESL programming on-site to Northern Steel workers in Tisdale; and
- a customized introductory Spanish class was arranged for English-speaking employees of Urban Forest Recyclers in Swift Current to assist in transitioning new Columbian workers into the workplace and ESL training provided for the Columbian workers through Cypress Hills Regional College.

- Make apprenticeship training and certification available to individuals based on individualized assessment, eliminating the need for high school grade level entry. [SATCC]
  - Grade level requirements have been eliminated by the SATCC.
- Expand and diversify the student body. [U of R]
  - In fall 2005, the percentage of students self-declaring as Aboriginal in their first fall term was 12.7% up less than a half a percentage point over 2004[28].
  - The percentage of international students grew just over 1.5% between fall 2003 and 2005[29]. As well, an International Student Success Office was created to support international students.

In addition:

- The Government of Saskatchewan partnered with the Canada Millennium Scholarship Foundation on a four-year pilot project. Beginning in 2005/06 and over the course of 4 years, the pilot provides Aboriginal post-secondary students from low-income backgrounds with more than $6 million in non-repayable student financial assistance. Financed by the Foundation and delivered by Saskatchewan Learning, the project will provide bursaries worth approximately $2,000 to more than 2,500 first-year Aboriginal students from low-income backgrounds. As of March 31, 2006, 474 Millennium Aboriginal Access Bursaries had already been issued.

What are we measuring?

- Value of Canada-Saskatchewan integrated student loans authorized and number of Saskatchewan student loans authorized

Total Value of Student Loans Authorized

	Total Value of Canada-Saskatchewan Integrated Student Loans Authorized	Value of Canada Student Loans Authorized	Value of Saskatchewan Student Loans Authorized
2000/01	$132,534,931	$72,754,100	$59,780,831
2001/02	$131,359,715	$72,101,006	$59,258,709
2002/03	$125,416,826	$68,830,806	$56,586,020
2003/04 ***Where are we starting from?***	$131,592,816	$71,861,183	$59,731,633
2004/05	$131,334,196	$71,322,970	$60,011,226
2005/06	$134,101,742	$79,525,365	$54,576,377

Data Sources: *Saskatchewan Aid Fund (SAF) Annual Report 2000/01 to 2005/06, Saskatchewan Learning.*

Total Number of Student Loans Authorized

	2000/01	2001/02	2002/03	2003/04 *Where are we starting from?*	2004/05	2005/06
Saskatchewan Student Loans Authorized	16,566	16,271	15,663	16,449	16,151	15,086

Data Sources: *Saskatchewan Aid Fund (SAF) Annual Report 2000/01 to 2005/06, Saskatchewan Learning.*

28 University of Regina, Banner student registration data.

29 University of Regina, Factbook Report, Citizenship Status of Students, fall terms.

Some individuals experience financial barriers to post-secondary education in Saskatchewan. The province provides a range of income support programs to provide financial assistance to learners. Canada-Saskatchewan Integrated Student Loans are provided based on financial need. The majority of students receiving loans would be considered low-income. This value indicates the level of funding available to individuals who are pursuing post-secondary education and training and includes the low-income demographic.

The value of Canada-Saskatchewan integrated student loans authorized and the number of Saskatchewan student loans authorized is influenced by a number of factors including:

- *Program Changes* – Saskatchewan is one of three provinces with an integrated federal-provincial student loan. Any federal government changes to the Canada Student Loan Program affect the number and value of student loans authorized. Student loans are authorized based on eligibility criteria. Changes to eligibility criteria will affect authorization.

  The department provides debt reduction benefits through grants and bursaries to reduce the amount of loan the student will have to repay. The department also offers debt management assistance to eligible students through Interest Relief and Debt Reduction in Repayment.

- *The Cost of Accessing Post-Secondary Education* – Saskatchewan's post-secondary institutions are challenged with balancing the competing priorities of quality, access, and affordability for Saskatchewan students. One of the ways the post-secondary educational institutions have obtained additional resources to address operating and capital pressures is by increasing tuition and fees.

In 2005/06, the value of Canada-Saskatchewan integrated student loans increased by $2.8 million overall in comparison to 2004/05 (this includes an increase in the value of the Canada Student Loans by $8.2 million and a decrease in the value of Saskatchewan Student Loans by $5.4 million). As well, the number of Saskatchewan student loans authorized in 2005/06 declined by 1,065 when compared to 2004/05. The number of students applying for student assistance has dropped across most of Canada. Interprovincial data reveals a decrease in the number of full-time Canada student loan borrowers. All provinces with the exception of Ontario have experienced a decrease in the number of loans authorized[30].

As well, Saskatchewan has a large rural population that faces geographic and additional financial barriers to post-secondary education. Income support programs are provided by the department to help support individuals facing financial barriers to post-secondary education. Authorized student loans are loans that have been approved for funding. This does not necessarily mean that the student has negotiated the loan documents to initiate receipt of the funds.

- Average student debt on consolidation of Canada Student Loans (CSL) and Saskatchewan Student Loans (SSL) following completion of studies[31]

Average Student Debt on Consolidation of Canada Student Loans (CSL) and Saskatchewan Student Loans (SSL) Following Completion of Studies					
1999/00 *Where are we starting from?*	2000/01	2001/02	2002/03	2003/04	2004/05
$13,843	$13,582	$13,726	$14,119	$14,773	$15,858

Data Sources: *Saskatchewan Learning, Student Financial Assistance Program.*

30 Canada Student Loans Program, At a Glance, February 26, 2006.

31 This measure includes individuals who have successfully completed their program and those who have withdrawn early. Loan amounts less than $1,000 or greater than $50,000, are excluded from the calculation.

Average student debt for all students on consolidation of their CSL/SSL following completion of studies for borrowers entering repayment in 2004/05 was $15,858 (latest data available). This is an increase of $1,085 from 2003/04 and an increase of $2,015 from 1999/00 (Baseline).

This measure indicates the average student debt on consolidation of CSL/SSL. It is one factor to consider related to the participation of low-income people in post-secondary education as the amount of anticipated debt may impact their decision to pursue further education and training. In 2002, approximately four out of five 18-24 year olds from families with annual earnings of $80,000 or more had taken some post-secondary education as compared to approximately one in two 18-24 year olds from families with annual earnings of less than $30,000.

This measure does not track student debt on an individual basis over the length of a program of study, nor does it reflect total borrowing (either public or private). The number represents all borrowers who enter repayment (i.e., successful or unsuccessful completers).

Student debt loads do not take into account a student's ability to repay debt or the overall investment that education represents over an individual's lifetime. Higher levels of student debt reflect the increase in the cost of post-secondary education generally and also the costs of living.

Objective 3: Support the education and training of Saskatchewan's official minority language community

The learning sector provides support for the education and training of Saskatchewan's Francophone community. Linguistic duality is a fundamental characteristic of Canada and Saskatchewan's Francophone community.

Actions taken during 2005/06 successfully increased support for education and training for the Francophone community.

Key Actions and Results

- Implement a plan for Francophone post-secondary education in partnership with the Fransaskois community. [Learning]
  - An action plan was developed for French post-secondary education. Partners include the U of R, College Mathieu, SIAST, and the Francophone community.
  - Projects included an increased number of French courses for first year university students, a language research program, a centre with student support services, a French as a second language certificate program, recruitment and retention initiatives, as well as, an early childhood training program.
- Continue to provide national apprenticeship certification exams in French and translate provincial apprenticeship certification exams into French as needed. [SATCC]
  - All nationally-certified examinations are currently available in French. No provincially-certified examinations were translated into French in 2005/06 as no requests were received.

What are we measuring?

- Under development

Where are we starting from?

- Under development

Goal 4: Social and economic development

Objective 1: Ensure a skilled labour force

The learning sector is committed to responding to the changing skill needs of the province's economy. We must ensure the learning system is informed by and responsive to labour market demands and the changing needs of the provincial economy. Increased globalization, technological changes, and a shift towards a knowledge-based economy are all contributing to the need for a highly skilled labour force. It is estimated that in Saskatchewan approximately 64%[32] of total job opportunities over the next five years will require post-secondary and/or management level skills.

32 2005 COPS CDM, modified by Saskatchewan Employment Forecast Working Group.

Good progress toward ensuring the province has a skilled labour force continued throughout 2005/06 through responsive delivery of programs and services. In order to meet identified shortages in the nursing profession, the Nursing Education Program of Saskatchewan (NEPS) was expanded and training capacity was increased for work-based training, Adult Basic Education, and apprenticeship. As well, programs and courses to meet the training needs of learners across the province were offered online.

Key Actions and Results

- Develop approaches to ensure Saskatchewan citizens have the skills and knowledge required to meet the changing demands of the economy:
  - Increase training capacity for work-based training, Adult Basic Education and apprenticeship. [Learning, SATCC, SIAST, regional colleges]
    - $2 million increased the training capacity in the JobStart/Future Skills Workbased Training Program, Adult Basic Education program, and the apprenticeship program. In 2005/06, JobStart/Future Skills increased training capacity by 865 new offerings. Due to data collection procedures, final results for Adult Basic Education and Apprenticeship are not available until December 2006.
  - Expand the Nursing Education Program of Saskatchewan (NEPS). [Learning, U of S, SIAST]
    - In 2005/06, the expansion of the Nursing Education Program of Saskatchewan included:
      - The first delivery of a second degree program in nursing with a 50 seat capacity. This program admits candidates who already hold at least one university degree and wish to get an additional degree in nursing.
      - The Northern Nursing Program in Prince Albert offered students the entire program for the first time.
      - The traditional four-year program at SIAST Wascana Campus increased by 18 seats in September 2005.
  - Consult with business and industry on labour market requirements and respond quickly to emerging training needs by providing relevant and up to date curriculum. [SIAST]
    - To ensure labour market requirements and training needs are met SIAST continually reviews its programming by consulting with industry. In 2005/06, this review process resulted in the following activities:
      - to meet the needs expressed by health districts, six additional seats in the Perioperative Nursing Program were added;
      - increased activity and evolution in the metals and minerals sector resulted in the development of a new certificate program, Underground Mining Shaft Operations. This work-based program, which is offered off-campus, was implemented in January 2006. Intake is determined by industry requirements;
      - a Pre-Trades Bricklayer applied certificate program was developed for implementation in September 2006. Intake capacity is 15 students; and
      - in consultation with provincial professional associations and health districts, refresher courses in Medical Laboratory Technology and Combined Laboratory and X-ray Technician were held. These programs are offered to individuals wishing to re-enter the workforce or update their skills.
  - Implement technical training and certification for three recently designated new apprenticeship trades/sub-trades, including Meat Cutter Trade, Scaffolder Sub-Trade, and Framer Sub-Trade. [SATCC]
    - Curriculum for all three trades/subtrades has been developed. Scaffolder Sub-Trade training was held and 47 students received training.
  - Designate one new apprenticeship trade to meet the needs of employers and employees for work-based training and certification. [SATCC]

- Oil and Gas Rig Technician was designated as an apprenticable trade in 2005/06. Training will begin in the fall of 2006 and there are already over 100 individuals registered.

In addition:

- Funding has been provided to establish inter-provincial agreements with post-secondary institutions across Canada that provide educational opportunities for Saskatchewan students in health disciplines where training is not offered in the province. These agreements reserved seats in the following disciplines: Denturist Technology, Orthotics and Prosthetics, Occupational Therapy, Optometry, Respiratory Therapy, Sonography, MRI Technology, and Nuclear Medicine. Eight-six seats have been reserved for Saskatchewan students at post-secondary institutions across Canada.
- $300,000 was reallocated for three pilot initiatives (Regina, Swift Current, and North Battleford) to develop stronger linkages between K-12 and post-secondary training, and to make Adult Basic Education opportunities available to support labour market attachment. A total of 186 individuals aged 18-21 accessed training under these three projects.

What are we measuring?

- Educational attainment of the Saskatchewan labour force, 15+

This measure of the educational status of the province's labour force is an indicator of the learning sector's contribution to increasing the knowledge and skills of individuals who are employed or seeking employment.

Demographic trends have a positive effect on this measure, largely due to mortality rates (previous generations characteristically had lower education attainment levels) and more young people entering post-secondary education.

Saskatchewan currently has one of the lowest levels of educational attainment within Canada. Only 49% of the labour force aged 15+ have a post-secondary diploma or university degree compared to other provincial jurisdictions including Alberta at 53% and the national average at 56%.

Government is committed to a skilled labour force as a key contributor to the economic well-being of the province. The following commitments for 2006/07 have been made:

- increasing basic operating funding for SIAST, SATCC, and the regional colleges;
- increasing Recognition of Prior Learning capacity at SIAST, regional colleges, and support for SASKCAT (Saskatchewan Council for Admissions and Transfers) through an allocation of $500,000; and
- creating over 2,700 new training seats in SIAST, JobStart/Future Skills, employment programs, Adult Basic Education, and apprenticeship.

Educational Attainment of the Saskatchewan Labour Force

	High school graduate (%)	Some post-secondary (%)	Certificate or diploma graduate (%)	University degree graduate (%)
1999 ***Where are we starting from?***	22.4	10.5	30.1	13.7
2000	23.8	10.3	30.1	14.1
2001	24.0	9.5	31.8	14.3
2002	24.4	9.3	31.9	14.9
2003	23.5	9.4	33.8	14.9
2004	24.3	9.7	32.7	15.4
2005	24.2	9.4	32.8	16.1

Data Sources: *Statistics Canada, Labour Force Historical Review 2005*[33].

33 Some changes to the Labour Force Survey (LFS) were introduced which affect data back to 1987. There are three reasons for this revision: 1) The revision enables the use of improved population benchmarks in the LFS estimation process. These improved benchmarks provide better information on the number of non-permanent residents; 2) There are changes to the data for the public and private sectors from 1987 to 1999. In the past, the data on the public and private sectors for this period were based on an old definition of the public sector. The revised data better reflects the current public sector definition, and therefore result in a longer time series for analysis; 3) The geographic coding of several small Census Agglomerations (CA) has been updated historically from 1996 urban centre boundaries to 2001 CA boundaries. This affects data from January 1987 to December 2004. It is important to note that the changes to almost all estimates are very minor, with the exception of the public sector series and some associated industries from 1987 to 1999. Rates of unemployment, employment and participation are essentially unchanged, as are all key labour market trends.

- Employer satisfaction with SIAST graduates (similar data is not available from other post-secondary institutions)

This measure provides specific information about employer satisfaction with SIAST graduates based on a survey completed every two years. Satisfaction ratings are a good indicator of employers' perception of how well programs are meeting their needs.

The Employer Survey of 2004 SIAST Graduates indicated 84% of responding employers were very satisfied or satisfied with the overall preparation of SIAST graduates for positions in their companies. The results of the 2004 establishes a new baseline for survey results, as the 2004 survey cannot be compared to previous year surveys due to a change in the rating scale used.

The Employer Survey of 2004 SIAST Graduates (latest available results which can be found at www.siast.sk.ca/departments/prd/grademp/ges1.html) indicated the following:

- % of responding employers very satisfied or satisfied with the overall preparation of SIAST graduates - 84%
- % of responding employers very satisfied or satisfied with the job-related knowledge of SIAST graduates - 81%
- % of responding employers very satisfied or satisfied with the job-related skills of SIAST graduates - 85%
- % of responding employers very satisfied or satisfied with the general employability or essential skills of SIAST graduates - 79%
- % of responding employers who would hire SIAST graduates again - 99%

A range of environmental factors can significantly influence satisfaction surveys including knowledge of programs, assessment of the performance of a particular individual or group of individuals, and perceptions of other public services. Satisfactions surveys tend to reach a maximum level, after which further significant improvements are unlikely.

Employer Satisfaction with SIAST Graduates
Historical Information from Previous Surveys

	2001	2002
% of responding employers very satisfied or satisfied with the preparation of SIAST graduates for positions in their companies	92%	96%
% of responding employers who rated the jobknowledge of SIAST graduates as good or very good	71%	75%
% of responding employers who rated overall job preparation of SIAST graduates as good or very good	73%	76%
% of responding employers who would hire SIAST graduates again	97%	97%

Data Sources: *SIAST Graduate Employment Survey, 2001 and 2002; www.siast.sk.ca/departments/prd/grademp/ges1.html.*

Objective 2: Expand research and development

The learning sector is committed to expanding research and development. Research and development furthers the creation of new knowledge and the transfer of knowledge. It supports greater innovation and productivity within the economy and social development.

Research and development activity enhances the intellectual capacity of an institution and scholarship activity serves to enrich the community and province in many ways.

High quality and competitive learning environments that support innovation drive social and economic development within an expanding global knowledge-based economy.

Research and development in Saskatchewan has expanded through increases in revenue to our province's universities and by increased numbers of students enrolled in graduate programs.

Key Actions and Results

- Grow and sustain a balanced research culture. [U of R]
  - Social Sciences and Humanities Research Council of Canada (SSHRC) grants per faculty member at the U of R increased from 45% of the national median at Canadian universities in 1999/2000 to 69% in 2004/05 (latest available data). Over the same time period, Natural Sciences and Engineering Research Council of Canada (NSERC) and Canadian Institutes of Health Research (CIHR) grants for faculty have increased from 67% of the median to 79%.
  - Growth in total research funding from the national granting councils to the U of R (12.9% per annum) exceeded the national average (11.7%) for the period 2001 to 2004 (latest available data).
- Establish research alliances through partnerships. [U of S]
  - In 2005/06 the following awards were made:
    - Proposal Development Program – 30 awards were made to researchers;
    - Collaborative and Research Group Facilitation Program – 28 awards were made to new research groups;
    - College Priority Fund – 10 awards were made to academic units based on their percentage of successful Tri-Council grants in the past year; and
    - Research Environment Enhancement Program – Two awards were made to Information and Technology Services and the Department of Health, Safety & Environment.
- Establish a total of 10 research groups in the areas of health, natural and applied sciences, humanities, social sciences, and arts. [U of S]
  - The following 10 research groups in the area of health were set up:
    - Aging, www.usask.ca/aging;
    - Cancer Proteomics;
    - Cardiovascular, www.usask.ca/cardiovascular;
    - Gene Expression Mapping using Synchotron Light (GEMS), formerly X-ray Imaging of Gene Expression (EXIGE);
    - Immunology, www.usask.ca/immunology;
    - Institute of Child and Adult Arthritis Research (ICARR), formerly Saskatchewan Rheumatology Research Initiative;
    - Molecular Design, www.usask.ca/moleculardesign/;
    - Neural System & Plasticity, www.usask.ca/neuralsystems;
    - Obesity; and
    - Reproductive Science & Medicine.

What are we measuring?

- Under development

Where are we starting from?

- Under development

Objective 3: Strengthen community capacity

Community capacity is a broad concept – the sum of those characteristics that affect a community's ability to identify, mobilize, and address a broad range of issues of concern. Areas of concern may include those that are social, cultural, recreational, economic, or civic. The learning sector provides a variety of initiatives aimed at increasing the capacity of geographic communities throughout the province (e.g., distance education, regional colleges, public libraries, School^{Plus}, etc.).

Community capacity was positively impacted by the individual contributions of the partners within the learning sector (the pre-kindergarten to Grade 12 system, the post-secondary system, and the libraries) and by the contributions of the sector as a whole. Sector support for access to online information and learning has increased options for individual development while the delivery of specific skills training has supported local business and industry. The School^{Plus} initiative mobilized educational, government and community partners to work in a coherent, coordinated way to address the needs of children and youth.

Key Actions and Results

- Provide an additional $1.8 million from the Innovation and Science Fund to the Vaccine and Infectious Disease Organization (VIDO) for research purposes. [Learning]
  - The Innovation and Science Fund increased by $1.8 million to allow funding of $1.8 million to be provided to VIDO.
- Define the University of Saskatchewan's relationship with its external communities by completing work on the Outreach and Engagement Foundational document. [U of S]
  - This key action is complete. This document was approved by University Council in January 2006 and will fundamentally change work with the external community.
- Contribute our expertise to the life and progress of the community. [U of R]
  - The Saskatchewan Institute of Health Leadership brings together health professionals from all levels and disciplines to create a leadership community to promote, support, and sustain good health.
  - Phase one of the International Test Centre for CO2 Capture enabled the U of R to assume a leadership role in national and international greenhouse gas research, technology development, and pre-commercial demonstration of new technologies.
  - Partnered with the Regina and District Food Bank and the First Nations University of Canada to offer "Nourishing Thoughts", a lunchtime lecture series for both the general public and participants in the Food Bank's educational programs.
  - Played a key role in the success of the Premier's trip to China.
  - The U of R's Canadian Plains Research Centre published the Encyclopaedia of Saskatchewan. Nine years in development, and involving over 800 writers and 30 editors, it is the single largest educational publishing project in Saskatchewan's history.
- Work with community partners to assist with addressing community development issues. [regional colleges]
  - Regional colleges are actively involved in the planning and implementation of programs and services aimed at meeting the community's social and economic needs including the following:
    - participation on regional inter-sectoral committees, Rural Economic Development Authorities, and Chambers of Commerce;
    - participation on local committeès such as Action Humboldt (Carlton Trail Regional College), Action Southwest and Action Swift Current (Cypress Hills Regional College), and Drug Awareness Committee (Cumberland Regional College); and

- provision of specialized services for community partners and employers (i.e., research capacity to provide a demand survey for the Regional Airport Upgrade Project – Cypress Hills Regional College and career services for Red Earth and Shoal Lake First Nations – Cumberland Regional College).

- Enhance the University's recognition and esteem. [U of R]
  - Provincial surveys indicate the U of R's reputational score as an "ideal university" has increased to 90% up from 82% in 2000.
  - The U of R's Physical Plant department won national and international awards for its recent construction projects.
  - A University of Regina professor has been elected as a Fellow of the Royal Society of Canada (RSC), the highest honour that can be attained by scholars, artists, and scientists in Canada. This is the first U of R faculty member to be honoured with this national distinction.
  - For its role as a partner in staging the 2005 Canada Games, the U of R became the first Canadian institution to win the "Outstanding Institutional Achievement Award" from the Association of Collegiate Conference and Event Directors – International.
- Build and maintain beneficial partnerships and relationships. [U of R]
  - The U of R played a key and acclaimed role in the success of the 2005 Canada Summer Games, providing accommodation and meals, sports venues, and information technology infrastructure.
  - The U of R's Centre for Sustainable communities' supports research on urban sustainability using the city of Regina as a living laboratory and contributes to the Communities of Tomorrow initiative. U of R representatives catalyzed the establishment of a new mandate for, and revitalization of, Communities of Tomorrow.
  - The U of R hosted the conference 'Exploring Saskatchewan's Nuclear Future', with the Saskatchewan Association of Rural Municipalities and the Saskatchewan Urban Municipalities Association.

What are we measuring?

- Under development

Where are we starting from?

- Under development

2005/06 Financial Results

Summary of Expenditures

The following table outlines information on actual and budgeted expenditures by subvote and subprogram. Variance explanations are provided for all variances that are greater than $0.5 million.

in thousands of dollars

Subvote/Subprogram	Original Estimate	Actual Expenditure	Variance Over/ (Under)	
Central Management and Services				
Executive Management	1,137	1,451	314	
Central Services	5,597	10,045	4,448	1
Accommodation Services	6,078	5,661	(417)	
Subvote Total	**12,812**	**17,157**	**4,345**	
Post - Secondary Education				
Operational Support	1,666	2,172	506	2
Universities, Federated and Affiliated Colleges and Educational Agencies	247,797	254,545	6,748	3
Saskatchewan Centennial University Tuition Grant	6,700		(6,700)	3
Saskatchewan Universities - Urban Parks	882	882	-	
Saskatchewan Institute of Applied Science and Technology (SIAST)				
- Operating	74,563	74,243	(320)	
- Saskatchewan Property Management Corp.	23,523	23,523		
Regional Colleges	16,909	16,847	(62)	
Post-Secondary Capital	4,375	126,475	122,100	4
Apprenticeship and Trade Certification Commission	10,498	10,498	-	
Innovation and Science Fund	9,850	9,850	-	
Subvote Total	**396,763**	**519,035**	**122,272**	
Early Childhood Development	**3,306**	**3,022**	**(284)**	
K-12 Education				
Operational Support	4,072	4,476	404	
School Operating	552,400	552,472	72	
School Division Restructuring	4,500	8,500	4,000	5
School Capital	26,655	42,328	15,673	6
School Capital - Debenture Interest Payments	650	88	(562)	7
Curriculum and Instruction	3,056	3,059	3	
Regional Services	8,974	7,106	(1,868)	8
Official Minority Languages Office	5,968	6,365	397	
Educational Agencies	589	663	74	
Subvote Total	**606,864**	**625,057**	**18,193**	
E-Learning				
Operational Support	1,361	1,361	-	
Technology Enhanced Learning	4,907	4,932	25	
Secondary Level Digital Learning	300	124	(176)	

in thousands of dollars

Subvote/Subprogram e-Learning continued	Original Estimate	Actual Expenditure	Variance Over/ (Under)	
Correspondence School Revolving Fund - Subsidy	406	406	-	
- Net Expense (Recovery) (Statutory)	25	(149)	(174)	
Subvote Total	**6,999**	**6,674**	**(325)**	
Training Programs				
Operational Support	1,145	1,664	519	9
JobStart-Future Skills	14,612	14,530	(82)	
Northern Skills Training	2,094	2,296	202	
Basic Education and Literacy	13,519	13,393	(126)	
Labour Market Information	1,212	1,505	293	
Interprovincial Agreements	1,069	1,086	17	
Subvote Total	**33,651**	**34,474**	**823**	
Student Support Programs				
Operational Support	8,462	7,204	(1,258)	10
Saskatchewan Student Aid Fund	33,716	16,858	(16,858)	11
Provincial Training Allowance	20,540	20,056	(484)	
Apprenticeship Training Allowance	1,525	1,336	(189)	
Employability Assistance for People with Disabilities	5,270	5,446	176	
Subvote Total	**69,513**	**50,900**	**(18,613)**	
Provincial Library	**8,581**	**8,993**	**412**	
Education Property Tax Relief	**55,050**	**51,006**	**(4,044)**	12
Teachers' Pensions and Benefits				
Administration and Operations	1,343	1,258	(85)	
Teachers' Superannuation Plan (Statutory)	95,632	95,632	-	
Teachers' Group Life Insurance (Statutory)	1,747	1,447	(300)	
Teachers' Dental Plan	8,820	8,356	(464)	
Saskatchewan Teachers' Retirement Plan (Statutory)	39,469	36,045	(3,424)	13
Teachers' Extended Health Plan	13,118	12,491	(627)	14
Subvote Total	**160,129**	**155,229**	**(4,900)**	
Subtotal	**1,353,668**	**1,471,547**	**117,879**	
Supplementary Estimates	120,422	-	(120,422)	
Special Warrant	10,851		(10,851)	
Statutory Adjustment	(3,898)	-	3,898	
TOTAL LEARNING APPROPRIATION	**1,481,043**	**1,471,547**	**(9,496)**	
Capital Asset Acquisitions	(1,045)	(2,155)	(1,110)	15
Capital Asset Amortization	3,503	3,553	50	
TOTAL LEARNING EXPENSE	**1,483,501**	**1,472,945**	**(10,556)**	

The 2005-06 department appropriation budget was $1,353.67 million including statutory funding; the department overexpended on non-statutory funding by $121.78 million and underexpended statutory funding by $3.90 million from the General Revenue Fund.

Supplementary estimates for $120.42 million were to cover non-statutory appropriation expenditures including capital funding to the universities of $114.60 million and for the school divisions of $1.70 million, funding for the Literacy Commission of $0.50 million, for higher student energy costs through the Provincial Training Allowance (PTA) of $0.50 million and for the initial implementation costs of the Early Learning and Child Care (ELCC) Initiative of $3.12 million. Subsequent events such as the under expenditure of the PTA program and the new federal government's phased withdrawal from the ELCC agreement in principle allowed the diversion of funding to other priorities within the department such as capital and school division transition funding.

A special warrant for $10.85 million was approved for K-12 capital projects where $13.97 million was approved to address capital project commitments on a timelier basis. The remainder was funded by under expenditures in other areas.

Explanations for Major Variances on Appropriation Budget

1 Central Services were over budget by $4.45 million primarily to reflect the centralization of payments to the Information Technology Office (ITO) in Central Services from Regional Services and Student Support Services. Costs of systems development exceeded budget by approximately $1.11 million.
2 Operational support for universities, federated and affiliated colleges was over budget by $0.51 million to reflect the contract related to Academic Health Sciences and the costs of the Training Systems Review.
3 All operating funding for post-secondary institutions was expensed in Universities, Federated and Affiliated Colleges resulting in an over expenditure of $6.75 million with a corresponding under expenditure in the Saskatchewan Centennial Tuition to offset it.
4 Post-secondary capital exceeded budget by $122.10 million; $100.00 million for the Academic Health Sciences Centre at the University of Saskatchewan, $14.60 million for inflationary pressures related to post-secondary capital and $7.50 million for the Western College of Veterinary Medicine.
5 All expenditures for school division restructuring and transition were charged here. An additional $4.00 million was to be reallocated from the School Operating Grant to provide a total of $8.50 million. However, non-discretionary expenditures prevented this under expenditure from being realized.
6 K-12 capital exceeded budget by $15.67 million to mitigate the effects of extraordinary inflation on block funding for the sector and to address capital project commitments on a timelier basis.
7 School debenture interest payments were underexpended by $0.56 million as a result of a realignment of budget and actual spending.
8 Regional Services under expended by $1.87 million to reflect the centralization of payments to ITO in Central Services.
9 Operational support for training programs exceeded budget by $0.52 million; $0.45 million for the start up of the Saskatchewan Literacy Commission and $0.13 million for the Basic Education Review (which was offset by an underexpenditure in the Basic Education Program).
10 Operational support for student support was under expended from budget by $1.26 million to reflect the centralization of payments to ITO in Central Services.
11 The appropriation for the Student Aid Fund was under expended by $16.86 million allowing the Fund to draw down on its accumulated surplus. This underexpenditure had no impact on any aspect of the student loan program.
12 Education Property Tax Relief was under expended by $4.04 million reflecting that the actual cost of providing the 8% education tax credit for all property owners was lower than anticipated in 2005-06.
13 The Saskatchewan Teachers' Retirement Savings Plan was under expended from budget by $3.42 million reflecting a lower than expected level of matching contributions required from the government.
14 The Teachers' Extended Health Plan was under expended from budget by $0.63 million reflecting a lower number of teachers and associated salaries than expected.
15 Learning over expended its budget for Capital Asset Acquisitions by $1.11 million primarily as the result of higher than anticipated systems development costs.

Summary of Revenues

The department collects revenue primarily attributable to federal-provincial cost sharing agreements as well as fee related services and publications, and other miscellaneous items. All revenue collected is deposited in the General Revenue Fund. A summary of the department's 2005/06 budgeted revenue compared to actual revenue is presented below. Variance explanations are provided for all variances that are greater than $20,000.

in thousands of dollars

Revenue Category	Budget	Actual Revenue	Variance Over/ (Under)	
PRIVILEGES, LICENCES AND PERMITS				
Teacher Certificates	85	81	(4)	
Property and Building Rentals	47	85	38	1
Examination Fees	60	59	(1)	
Subtotal	**192**	**225**	**33**	
SALES, SERVICES AND SERVICE FEES				
Maps, Prints, Books and Publications	10	99	89	2
Other Miscellaneous Services	360	415	55	3
Other Registration Fees	41	28	(13)	
Subtotal	**411**	**542**	**131**	
INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE				
Profit on Foreign Exchange	1	0	(1)	
Subtotal	**1**	**0**	**(1)**	
RECEIPTS FROM OTHER GOVERNMENTS				
Federal-Provincial Cost Sharing Programs	52,233	53,603	1,370	4
Employability Assistance	4,000	5,174	1,174	5
Subtotal	**56,233**	**58,777**	**2,544**	
OTHER REVENUE				
Casual Revenue	176	277	101	6
Refund of Previous Year's Expenditures	150	304	154	7
Subtotal	**326**	**581**	**255**	
TOTAL REVENUE	**$57,163**	**$60,125**	**$2,962**	

Explanations of Major Variances

1 Revenue for property rentals exceeded budget by $0.04 million primarily as the result of receipt of rental fees from Northlands College for a greater number of rental units than anticipated when the 2005/06 budget was set.

2 Revenue for Maps, Prints, Books and Publications exceeded budget by $0.09 million. This was largely attributable to higher sales of curricula than expected.

3 Revenue for Other Miscellaneous Services exceeded budget by $0.06 million mainly due to an increase in the number of student and teacher transcripts issued by the department.

4 Revenue for Federal-Provincial cost-sharing programs exceeded budget by $1.37 million. This was primarily due to an increase in federal funding for the Older Worker in Agriculture Pilot Project, for Provincial Libraries for the Community Access Contribution

Agreement, as well as additional funding for the Official Minority Language Office as the result of the new bilateral agreement.
5 Revenue for Employability Assistance exceeded budget by $1.17 million as the result of an increase in the federal allocation to the department.
6 Revenue from Casual Revenue exceeded budget by $0.10 million as the result of an increase in federal funding for administration of the Millennium Scholarship Fund and for printing of student loan materials.
7 Revenue from Previous Years' Expenditures exceeded budget by $0.15 million primarily as the result of increased recovery of over payments for previous years' expenditures to Provincial Training Allowance clients.

Special Funds

(All audited financial statements for departments and special funds for the fiscal period just ended may be found at www.gov.sk.ca/finance/paccts/paccts05/compendium/index.htm.)

Student Aid Fund

The Saskatchewan Student Aid Fund was created in 1949 by the Government of Saskatchewan to ensure that students would not be denied access to post-secondary education or training due to lack of financial means. Since then, the Fund has assisted many thousands of individuals to attain their career goals.

For audited financial statements or further information, please refer to the Department of Learning web site address www.sasked.gov.sk/branches/sfa/index.shtml. (Beginning in 2006/07, the fund will be reported under the Department of Advanced Education and Employment)

Prince of Wales Scholarship Fund

The Prince of Wales Scholarship Fund (Fund) operates under the authority of section 4.1 of The Education Act, 1995. The Fund was established, on January 1, 2003, for the purpose of assisting students in Community Schools to complete their secondary education. The Department of Learning administers the Fund. Donations received by the Fund qualify for a receipt for income tax purposes.

For audited financial statements or further information please contact the Communications Branch of the Department of Learning.

Training Completions Fund

The Training Completions Fund (Fund) was created under the The Private Vocational Schools Regulation Act, 1995. The Act was proclaimed on December 15, 1995.

The Fund is administered by the Department of Learning. (Beginning in 2006/07 the fund will be administered by the Department of Advanced Education and Employment.) The revenue of the Fund consists of monies that operators are directed by regulations to provide, donations to the fund, and earnings from the investments of the fund. The fund is primarily used to provide the financial resources necessary to continue the training of students affected by the closure of a private vocational school.

For audited financial statements or further information please contact the Communications Branch of the Department of Learning.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund was created by an amendment to The Education Act through The Treaty Land Entitlement Implementation Act and came into force on June 22, 1993. Regulations to administer the fund were established by Order in Council on December 14, 1994.

The fund is administered by the Department of Learning on behalf of school boards. The purpose of the fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division being set apart as an Indian reserve. The fund receives money from the provincial (First Nations and Métis Relations) and federal (Indian Affairs and Northern Development Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

For audited financial statements or further information please contact the Communications Branch of the Department of Learning.

Revolving Funds

Correspondence School Revolving Fund

The Correspondence School Revolving Fund is created and governed by The Education Act, 1995. It provides accredited high school and post-secondary correspondence courses throughout the Province. It recovers its costs primarily through registration and course fees.

The Correspondence School spans the gap where physical impediments (distance, disability) restrict access to students to physically attend classes for accredited courses. The provision of curriculum through this medium ensures that all students have access to the high quality of education available to the residents of Saskatchewan that can lead to further education and/or employment.

The following table outlines summary information on budgeted and unaudited actuals, for 2005/06, relating to operations of the fund. Variance explanations have been provided for all variances that are $25,000 or greater.

in thousands of dollars (unaudited)

	Budget	Actual (unaudited)	Variance Over/ (Under
Revenue	1,531	1,502	(29) [1]
Expenditures			
Cost of Goods Sold	110	85	(25) [2]
Gross Profit (Loss)	1,421	1,417	(4)
Administrative Expenditures	1,852	1,744	(108) [3]
Net Profit (Loss)	**(431)**	**(327)**	**104**
Subsidy from General Revenue Fund	406	406	-
Net Profit (Loss) After Subsidy	**(25)**	**79**	**104**

Explanations of Major Variances

1 Revenue was $29 thousand lower than budget due to a decline in the number of students taking classes.
2 Cost of goods sold was $25 thousand lower than budget as a result of lower than expected sales of course materials and depletion of stock for courses being discontinued.
3 Administrative expenses were $108 thousand lower than budget as a result of discontinuation of contracted marking services and capital asset amortization, and reduction in printing and postage due to decline in enrolment in print courses and increase in on-line courses.

For audited financial statements or further information, please contact the Communications Branch of the Department of Learning.

Guaranteed Debt

Learning has Guaranteed Debt through responsibility for the Risk Premium Agreement with the Royal Bank.

Student Assistance and Student Aid Fund Act – Risk Premium Agreement

Guaranteed debt represents a guarantee to the Royal Bank for bankruptcy and/or death of a borrower before loan consolidation within the Student Loans Program. As the number of loans owing to the Royal Bank decrease, so should the guaranteed debt year over year.

in thousands of dollars

Risk Premium Agreement	Budget	Actual	Variance Over/ (Under)
Total Outstanding Balance at Beginning of Year	126	98	(28)
Additions	-	4	4
Reductions	(25)	-	25
Total Outstanding Balance at Year End	101	102	1

Explanations of Variances

1 In the 2005/06 fiscal year, the allowance for the Royal Bank Loan Guarantee was increased to recognize the potential for students to return to school for the fiscal years 2009/10 through to 2012/13. This caused a slight increase in accrual versus the budgeted reduction.

Loans

Learning administers the Student Loan Program for the Province of Saskatchewan.

Student Loans Programs

Effective August 1, 2001, the Province assumed responsibility for the financing of student loans. A loan from the General Revenue Fund is provided to the Student Aid Fund to support this role. The interest rate charge on the loan is at the Province's average eight year cost of borrowing.

The loan program supports the department's objective to "increase the participation of low-income individuals in post-secondary education and training" through access to student loan funding for tuition and living costs.

in thousands of dollars

Student Loans Programs	Budget	Actual (unaudited)	Variance Over/ (Under	
Total Outstanding Balance at Beginning of Year	100,190	97,421	(2,769)	
Disbursements from the General Revenue Fund	66,000	55,500	(10,500)	2
Receipts to the General Revenue Fund	(44,970)	(49,500)	(4,530)	1
Total Outstanding Balance at Year End	121,220	103,421	(17,799)	

Explanations of Variances

1 Receipts to the General Revenue Fund are comprised of grants/bursaries earned or paid, the principal portion of student loan repayments and allowances for loan forgiveness or write-off. Higher than budgeted bursaries and student repayments enabled accelerated repayments on the GRF loan, generating a positive budget to actual variance.
2 Disbursements from the General Revenue Fund were lower than budget by $10.50 million as the result of lower than anticipated program take-up and associated loan authorizations.

Where to Obtain Additional Information

If you have any questions or comments, or would like additional copies of the 2005/06 annual report, we invite you to call (306) 787-2954.

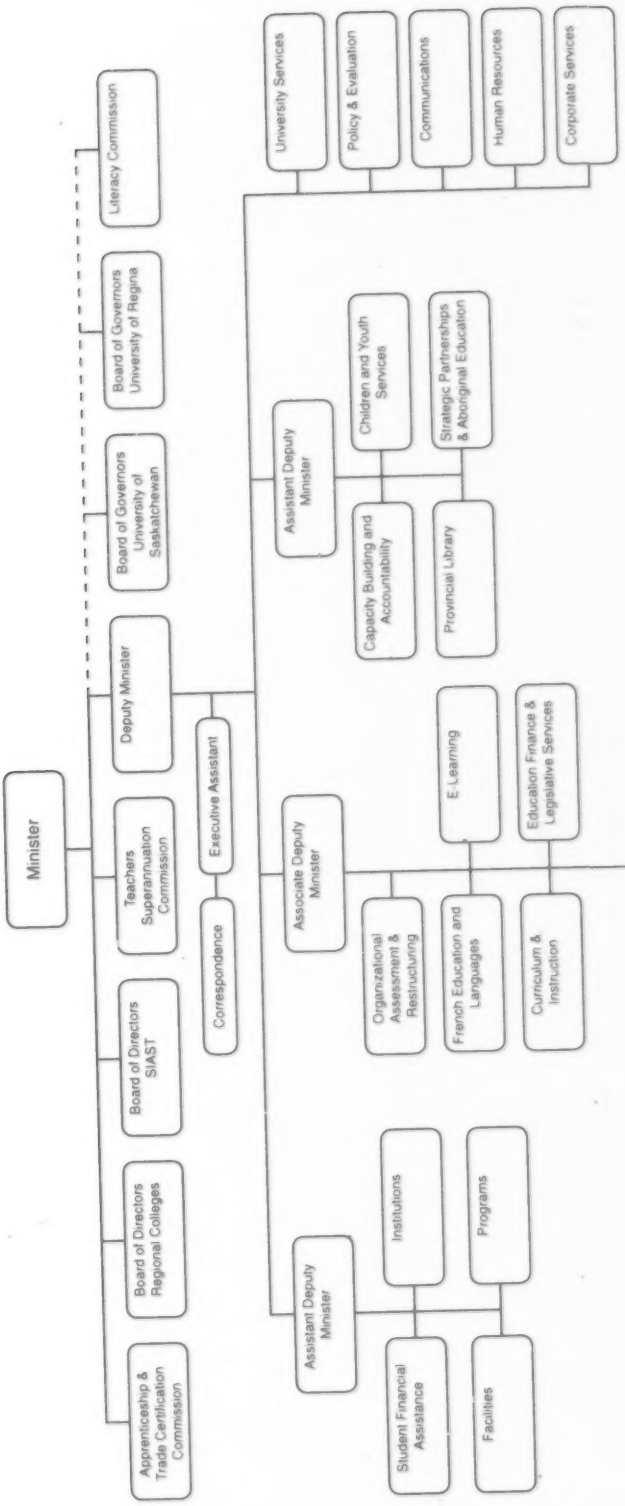
Or contact:

Saskatchewan Learning
Communications Branch
1st Floor, 2220 College Avenue
Regina, SK S4P 4V9

You can also visit the department's web site at www.sasked.gov.sk.ca to download a copy of the report. On the web site you will also find more information about the department's programs and services, as well as links to sector partner information.

For information about post-secondary education and training contained in this annual report, please visit the Department of Advanced Education and Employment web site at www.aee.gov.sk.ca.

Appendix A – Organizational Chart



Appendix B – Legislation

The Minister of Learning has responsibility for the following acts that define the department's authorities and responsibilities:

Apprenticeship and Trade Certification Act, 1999

Post-Secondary Education and Skills Training Act
Education Act, 1995

Government Organization Act

League of Educational Administrators, Directors and Superintendents Act, 1991

Libraries Co-operation Act

Post-Secondary Graduate Tax Credit Act

Private Vocational Schools Regulation Act, 1995

Public Libraries Act, 1996

Regional Colleges Act

Registered Music Teachers Act, 2002

Saskatchewan Association of School Business Officials Act, 2004

Saskatchewan Indian Institute of Technologies Act

Saskatchewan Institute of Applied Science and Technology Act

Student Assistance and Student Aid Fund Act, 1985

Teachers' 1990-91 Collective Agreement Implementation Act

Teachers' Dental Plan Act

Teachers' Federation Act

Teachers' Life Insurance (Government Contributory) Act

Teachers' Superannuation and Disability Benefits Act

The Education Property Tax Credit Act

University of Regina Act

University of Saskatchewan Act, 1995